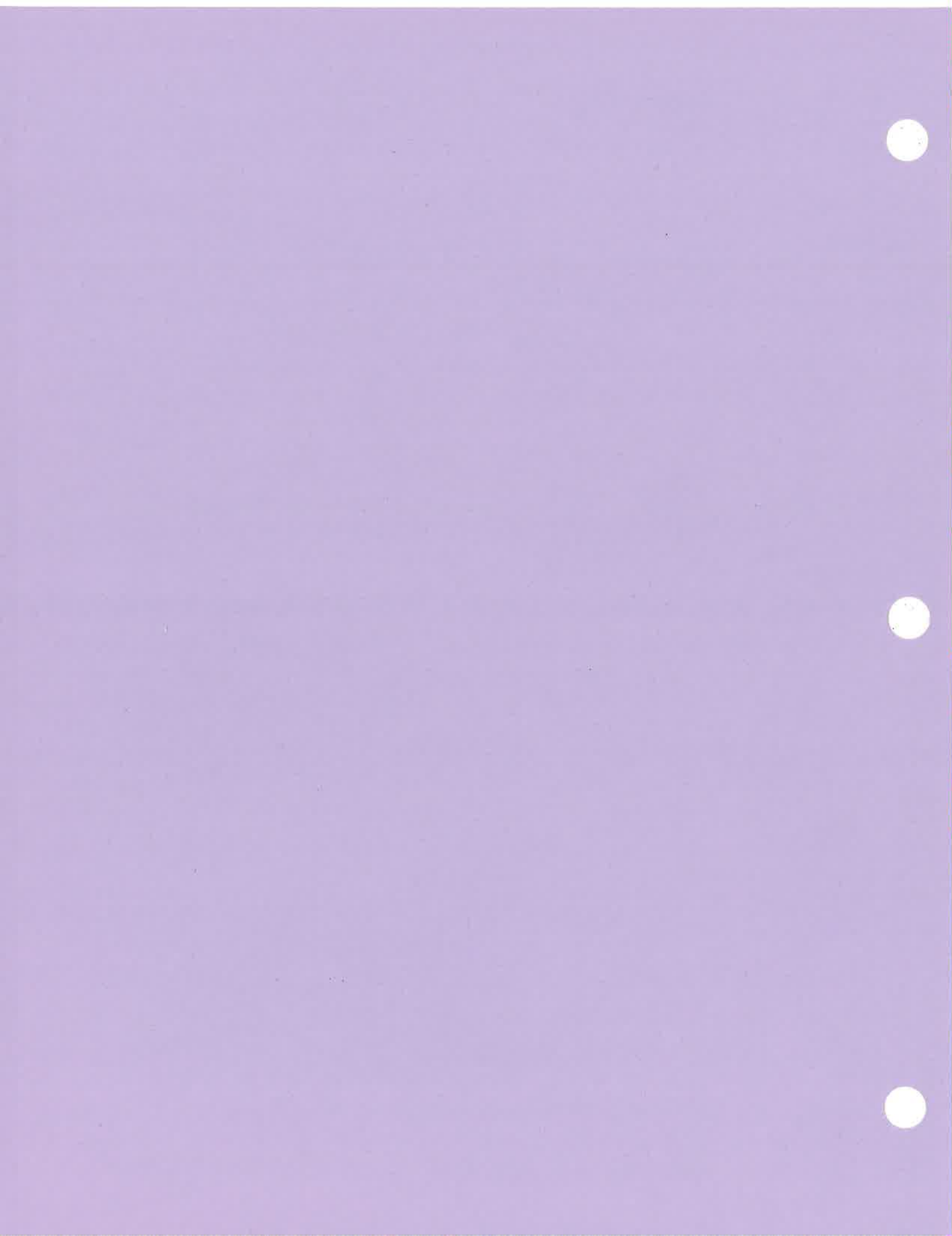




# **Shaw University**

**2001 - 2002**





# **IHE Bachelor's Performance Report**

## **SHAW UNIVERSITY**

2001-2002

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### **Overview of the Institution**

Shaw University, which was founded in 1865, is the oldest, historically Black institution of the South. The University is a private, coeducational, liberal arts university affiliated with the Baptist church. Although Shaw University was established to provide education and training to formerly enslaved persons, it never excluded any prospective student on the basis of race, creed, or ethnic origin. Today, Shaw University remains committed to providing educational opportunities for all segments of our society without regard to race, creed, or ethnic origin. The preparation of teachers has been and remains a central part of the institution's purpose. Currently, the University confers Bachelor of Arts, Bachelor of Science, and graduate degrees on candidates who successfully complete prescribed courses of study. A significant feature of Shaw University's core curriculum is the required courses in ethics and values. All students must take nine credit hours in ethics as a part of the requirements for all bachelor's degree programs.

### **Special Characteristics**

Shaw University is an urban institution, which is located in the heart of downtown Raleigh, North Carolina. The city of Raleigh, which is the capital of North Carolina, is located in one of the fastest growing metropolitan areas of the United States. A major effort toward serving the needs of the nontraditional student is the University's Center for Alternative Programs of Education (CAPE). CAPE provides selected courses leading towards the bachelor's degree in urban and rural localities throughout North Carolina. This undertaking is consistent with the University's long history of continuous efforts to provide educational opportunities for diverse students in general and the underserved in particular. The Shaw University Department of Education offers teacher preparation curricula that are accredited by NCATE (National Council for Accreditation of Teacher Education) and the North Carolina Department of Public Instruction. Admitted students include the traditional undergraduate Education majors as well as certification only and lateral entry students.

### **Program Areas and Levels Offered**

The Shaw University Department of Education offers the bachelor's degree in the following program areas: Biology Education (9-12), Birth through Kindergarten (P-K), Elementary Education (K-6), English Education (9-12), Mathematics Education (9-12), Social Studies Education (9-12), and Special Education: Mentally Disabled (K-12). The Birth through Kindergarten program has temporary authorization.

## **I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES**

### **A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g., Professional Development Schools, etc.)**

In 2001-2002, the Department of Education maintained partnerships with Charles Bugg Elementary School, Penny Road Elementary School, Mary E. Phillips High School, Corinth Holders Elementary School, and Washington Elementary School. Representatives from these schools served on the department's Teacher Education Council and assisted in interviewing students for formal admission. They also participated in a needs assessment that requested information on how the department could best serve the needs of lateral entry, initially licensed, and career teachers. The needs assessment also sought responses from the public school principals and cooperating teachers about the professional dispositions that they expect of initially licensed teachers, thus assisting the department with updating its conceptual framework to address this subject. Some of the partnering schools have also served as placement sites for our student teachers, and cooperating teachers have reviewed the department's conceptual framework with the University Supervisor of Field Experiences. During the summer, also (as a result of our public school partners' responses to our needs assessment), the department sponsored a free, two-day seminar for public school teachers. It invited teachers from Mary E. Phillips High School, Charles Bugg Elementary School, Corinth Holders Elementary School, Washington Elementary School, Fuller Elementary School, and SPARC Academy. Fifteen teachers attended, including initially licensed, lateral entry, and career teachers. The seminar topics were: "Creating a Learning Environment that Encourages Active Student Engagement," "Effective Classroom Management Strategies," "Assessment and Evaluation Strategies to Monitor Continuous Intellectual Growth and Development," and "Effects of Instructional Strategies on the Learner." The faculty facilitating the instruction received very positive written evaluations. Shaw University is part of the Historically Minority Colleges and University Consortium in North Carolina. In keeping with the mission of the consortium, the department sponsored after-school tutorials for over 50 "at risk" public elementary, middle, and high school students in reading and mathematics during the academic year. The students involved came from various schools, including Mary E. Phillips High School, South East Raleigh High School, East Wake High School, Charles Bugg Elementary School, Hodge Road Elementary School, Hope Elementary School, and Carnage Middle School.

#### **List of Schools with whom the Institution has collaborative activities.**

The schools with which we have collaborative activities/partnerships are: Charles Bugg Elementary School, Penny Road Elementary School, Mary E. Phillips High School, Corinth Holders Elementary School, Washington Elementary School, Cary High School, and SPARC Academy.

### **B. Brief Summary of faculty service to the public schools.**

All of the Education faculty is involved in some manner with the public schools, and faculty from the arts and sciences are also involved. As mentioned in other sections, Education faculty have been involved with teaching at a high school, conducting an institute for a public school, conducting a two-day seminar for public school teachers, tutoring or providing other services for public school students who came to the campus, and offering a literacy activity to public elementary school students. Two of our faculty members were also involved as judges for activities involving high school students in the Wake County public schools. One, who is also a member of the English Department, judged a short story writing contest and the other judged two science fairs. The former also taught English to public school students enrolled in Upward Bound and provided SAT preparation. Other university faculty have been involved in teaching these students math, science, and foreign language. These faculties have also participated in cultural activities with the students. Additionally, a faculty member from the mathematics department, who also works with the Education Department, taught mathematics and supervised students in the Shaw University/Selma Middle School Science-Math-Technology Program this summer, as he

has done for the past two summers. The Department Chair and other faculty have participated in the dialogue to develop a working relationship with Special Education Services of Wake County Public Schools in "implementing a State Improvement Project for improving success for students with disabilities in reading." Some faculty, along with the Vice President for Academic Affairs, participated in reading to children in kindergarten through grade five at the Rand Road Elementary School. The Science Department has been conducting a weekly after school program for middle school students, "Mentoring and Encouraging the Science Skills of Youth" (MESSY Program). This program is a collaboration between Shaw University and Johnston County Schools, with funding from Burroughs Welcome. The Science Department, in collaboration with the Environmental Protection Agency, has continued to offer its Research Apprenticeship Program for culturally diverse high school students throughout the academic year and summer to motivate them and strengthen their preparation to major in mathematics, engineering, or science.

**C. Brief description of unit/institutional programs designed to support beginning teachers.**

The Department developed a strategic plan to support beginning teachers (as well as career and lateral entry teachers). The plan is being implemented and calls for the offering of a PRAXIS II seminar for initially certified teachers to help prepare them for the test. This seminar is offered free to Shaw University graduates. Additionally, the plan requires ongoing professional development activities for beginning teachers. The department has made arrangements, for instance, to continue professional development activities to support beginning teachers at SPARC Academy. The department schedules classes for its lateral entry teachers, most of whom are beginning teachers, in the evening and on Saturdays to make it easier for them to attend. The plan requires the coordinator for the lateral entry and certification only program to consult with principals at whose schools lateral entry teachers are teaching to determine the teachers' needs. This has only been done on a limited basis thus far, but will be implemented more fully in the next academic year.

**D. Brief description of unit/institutional efforts to serve lateral entry teachers.**

Departmental faculty participated in two job fairs sponsored by Wake County public schools in order to recruit lateral entry teachers. As a result, an additional four lateral entry teachers learned of our lateral entry program and enrolled in it. The department continued to offer classes in the evenings and on Saturdays to accommodate the schedules of lateral entry teachers. Advisement, which is done at least twice per semester, continued to be done in the evenings and on Saturdays as well as online. The coordinator of the lateral entry and certification only program met with each advisee to develop an individual plan leading to certification. Lateral entry students were required to take the PRAXIS II preparation seminar. It was offered free to Shaw graduates who are lateral entry teachers.

**E. Brief description of unit/institutional programs designed to support career teachers.**

The department has sought temporary authorization from the Department of Public Instruction to offer a master of science degree program in curriculum and instruction with a concentration in early childhood education (Birth through Kindergarten). This program has already been approved by the Southern Association of Colleges and Schools. Its primary aim is to attract career teachers. It is our aim to expand the concentrations in the master of science in curriculum and instruction to attract a broader range of career teachers. The needs assessment done by the department revealed that career teachers could also benefit from professional development in instructional technology. Hence, the department supported the offering of such instruction to teachers, including career teachers, at Cary High School and those at SPARC Academy. Assessment is another area that our needs assessment suggested would be beneficial to career teachers. Hence, we included instruction in doing assessments in our two-day seminar and will continue to provide instruction regarding assessment for SPARC Academy.

**F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.**

The Department of Education is partnering with two low performing schools—Mary Phillips High School and SPARC Academy. The partnership with SPARC Academy is new. During the summer, the department sponsored an institute for SPARC Academy teachers on the use of instructional technology, and arrangements have already been made to continue professional development for these teachers on line in the use of instructional technology. Based on a needs assessment done with SPARC Academy teachers, arrangements have also been made to provide professional development for them in assessments. Students from other schools such as Swift Creek Elementary School and Wendell Elementary School that are below the 80 percent level in performance also received tutoring in the after school program. In summer, 2002, departmental faculty wrote a proposal for a grant to the U.S. Department of Education to carry out a school leadership program for principals in Halifax County, with the support of the Halifax County School System Superintendent. The superintendent indicates in his letter that there are two low performing schools in the county.

**G. Brief description of unit/institutional efforts to promote SBE priorities.**

To help close the gap, meet the needs of all learners, and increase the achievement of all students, the Education Department placed emphasis on providing tutorial and enrichment services for public school students throughout the academic year and summer. In addition to remediation instruction in basic subjects and building test-taking skills, special attention was paid to ensuring the technological skills, not only for public school students who came to the Shaw University campus, but also of “at risk” students at one of the high schools (Carv High School). When needed, the department used the services of a member of a Shaw University counselor to assist with correcting the social skills of public school students enrolled in the summer camp so that they would be more receptive to instruction both in and out of the classroom. Emphasis was also placed on providing instruction to public school teachers (for example, the seminar session on the “effects of instructional strategies on the learner”) to develop further their skills in ensuring the achievement of all students. In departmental course offerings, faculty members stress the value of diversity in teaching and learning and how to incorporate students’ cultural differences in instruction to meet the needs of all learners.

**H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).**

The preceding year’s report addressed efforts to ensure the technological competence of inservice/preservice teachers. In 2001-2002, the Department of Education put special emphasis on ensuring such technological competence. The department completed the web enhancement of most of the courses that inservice/preservice teachers take in its programs. It developed an instructional technology plan. The plan requires the ongoing professional development of faculty members to enhance their skill in using technology to facilitate teaching and learning of preservice and inservice teachers. During the summer, members of the Education Department, along with other faculty members, attended a week-long instructional technology workshop on Shaw’s campus that was funded by the Southern Education Foundation. An Education Department faculty member was one of the instructors for the workshop. The department’s instructional technology plan calls for all participants in the workshop to mentor other faculty members in the department in their use of instructional technology in their courses. Such mentoring has already begun. To enhance the accessibility of computers to preservice and inservice teachers enrolled in the department, we have ordered additional computers (5 desktops, 2 laptops, and 11 Macintosh computers) for the Education Department computer lab. The department also placed emphasis on offering professional development activities for public school teachers that focused on use of technology in teaching and learning. Emphasis was placed, too, on upgrading departmental policies and practices to improve PRAXIS scores. The policies that were implemented in 2001-2002 are intended to ensure that appropriate test preparation materials are used and that students take the tests at a time of readiness.

## **Supplemental Information (Optional)**

### **I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.**

The Education Department has continued to upgrade its policies and practices to improve PRAXIS scores. Policies were implemented in 2001-2002 requiring all PRAXIS seminars offered by the department to use ETS published materials (text or software) to prepare students to take the PRAXIS tests. All students who are planning to take the PRAXIS I test must enroll in all of the related PRAXIS seminars at the same time, unless they have tested out of these seminars. During the first week of each seminar, faculty members teaching each seminar schedule a diagnostic test for each student in reading, writing, and mathematics in the PRAXIS Lab, using ETS materials to diagnose students' needs. As a general rule, students do not enroll in the reading, writing, and mathematics PRAXIS seminars until they have completed the University Core courses and passed the English and Mathematics Competency Tests. All of the PRAXIS seminars must be taken at the same time. If students do not pass the seminars, they must reenroll in the seminars until they pass the test. All students who are not exempted from taking the seminars must pass the relevant PRAXIS seminars with a "C" or better grade before taking the PRAXIS I test. We have continued to offer the seminar for taking PRAXIS II. As a service, it was opened to Shaw graduates free of charge.

### **J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.**

The Department Chair began working closely with the Office of Admissions to obtain the names of admitted students. These students were sent a letter encouraging them to major in education. Faculty, including the Department Chair, attended orientation sessions during the summer and academic year to talk about the Education programs with prospective students. The Department Chair also began working with the advisor for undecided students to meet with these students to encourage them to major in Education. Faculty members have participated in job fairs sponsored by the Wake County public schools to encourage nontraditional students to come to Shaw University to major in Education. They have gone on recruitment trips to areas such as Ahoskie to speak to potential students about majoring in Education. The department continued to make available substantial scholarships to freshmen who declare Education as a major. The scholarships (for full tuition, room, and board for four years) are made possible by funding from Bank of America. The University has purchased and installed distance learning equipment to offer education courses to CAPE (Center for Alternative Programs of Education) students in Ahoskie where many potential students have expressed interest in majoring in Education. The Department will be offering Education courses via distance education to students in Ahoskie, beginning in the fall. The plan is to purchase and install such equipment in more CAPE locations, expressly for the purpose of offering education courses to enrollees, including lateral entry teachers, via distance education.

### **K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.**

Shaw University is a historically Black institution. While the University aims to recruit and attract diverse groups, more than ninety percent of the students who enroll at the University and in the department are members of cultural minority groups. One departmental special effort to encourage minority students to pursue teacher licensure is the offering of full scholarships to students who major in Education. Another effort is proposal writing to seek additional scholarship funds for minorities, particularly males, and to provide support services for those who enroll in the program to help ensure that they persist in teacher education. Yet another effort is our involvement in making presentations to various groups in North Carolina who, thus far, have consisted primarily of minorities. Several programs are offered on Shaw University's campus that involve public school students. One such program is Upward Bound that provides instructional services for minority students primarily from Fike High School, Beddingfield High School, and James B. Hunt High School in Wilson, North Carolina. Education faculty members have made presentations to these students to encourage them to go to college and major in Education.

**L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.**

The department began a partnership with Cary High School. One of our teachers taught two instructional technology classes after school for Cary High School teachers and 25 "at risk" students. The classes taught were Advanced Word Processing and Excel. Cary High School sent us a letter not only documenting the activity but praising the quality of services provided. The department collaborated with the Shaw University Learning Resources Center this summer to conduct a literacy activity that focused on story telling for elementary school children. Students from some of our partner schools attended as well as from other schools that included Carver Elementary School and Lucille Hunter Elementary school. The Department also started a new initiative by continuing its involvement in the summer with "at risk" students who came from such public schools as Mary Phillips High School, Wendell Elementary School, South East Raleigh High School, and SPARC Academy. This new initiative was the offering of a summer camp, "Camp Bright Horizons," that provided remediation in math and reading and enrichment activities, including computer instruction, in an effort to help to "close the academic achievement gap." Information on the camp was distributed to the public schools, and the demand was so great that we had to cut off admission.



## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Total	1	Total	3
	Other	0	Other	0
	Total	1	Total	3
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	1

**B. Lateral Entry/Provisionally Licensed Teachers**

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Pre-kindergarten (B-K)	8	0	0
Elementary (K-6)	22	1	1
Middle Grades (6-9)	0	0	0
Secondary (9-12)	5	0	0
Special Subject Areas (k-12)	0	0	0
Exceptional Children (K-12)	11	4	4
Vocational Education (7-12)	0	0	0
Special Service Personnel (K-12)	0	0	0
Other	0	0	0
Total	46	5	5
Comment or Explanation:			

**C. Quality of students admitted to programs during report year.**

	Baccalaureate
MEAN PPST-R	NA
MEAN PPST-W	NA
MEAN PPST-M	NA
MEAN CBT-R	327
MEAN CBT-W	325
MEAN CBT-M	324
MEAN GPA	3.67
Comment or Explanation:	

**D. Program Completers (reported by IHE).**

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	1	1	0	0
Elementary (K-6)	1	1	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	1	1	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	1	1	1	1
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	4	4	1	1
Comment or Explanation:				

**E. Scores of student teachers on professional and content area examinations.**

No program completers in 2000-2001

**F. Time from admission into professional education program until program completion.**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	1					
Comment or Explanation:						

**G. Undergraduate program completers in NC Schools within one year of program completion.**

No program completers in 2000-2001

**H. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2001 – 2002**

LEA	Number of Teachers
Wake	55
Halifax	32
Nash	29
Cumberland	27
Durham Public	26
Vance	22
Harnett	15
Charlotte-Mecklenburg	15
Wilson	14
Edgecombe	13

**I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

No program completers in 2000-2001

**Table III. Teacher Education Faculty**

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
10	2	



# **UNC – Asheville**

**2001 - 2002**





## **IHE Bachelor's Performance Report**

### **UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE**

2001-2002

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#### **Overview of the Institution**

UNC-Asheville is a four-year state-supported national liberal arts university set in the heart of the Blue Ridge and Great Smoky Mountains. The UNCA campus, including the Botanical Gardens, occupies 265 wooded acres about one mile from downtown Asheville. With 3187 undergraduate students and 173 full-time and 121 part-time faculty, UNCA maintains a 18:1 student-faculty ratio. Our size allows diversity in the student population and, at the same time, individual attention. Personal interaction between students and faculty in and out of the classroom develops an academic atmosphere in which all share in the pursuit of learning and inspires a learning environment characterized by lively discussion and spirited debate. The primary mission of UNCA is to offer an undergraduate liberal arts education of superior quality for serious and able students. The university is committed to a liberating education emphasizing the central role of humane values in thought and action, the free and rigorous pursuit of truth, and a respect for differing points of view and heritage. It aims to develop men and women of broad perspective who think critically and creatively and who communicate effectively. The University of North Carolina system has awarded UNCA the unique designation as its singular undergraduate liberal arts university.

#### **Special Characteristics**

UNC-Asheville is one of 16 members of the national Council Of Public Liberal Arts Colleges (COPLAC). We also host one of the 15 Teaching Fellows programs in North Carolina. UNC-Asheville was the founding institution for the national Undergraduate Research Program, which provides academic-year and summer student research and travel grants, hosts an annual spring symposium, and publishes an annual anthology of student research. Since summer 2000, we serve as one of the 3 original NC TEACH campuses, in collaboration with Western Carolina University. We are the only UNC school designated as a Liberal Arts institution. As such, our Humanities core has served as a national model for other liberal arts universities, as has our Arts & Ideas capstone course and required arts lab(s). These liberal arts core courses (and others) include a service learning component, as does our freshmen orientation and First Year Experience courses. We also offer an interdisciplinary studies program that allows students to study topics that transcend traditional disciplines. These include courses in Africana Studies, Ethics and Social Institutions, Fine and Performing Arts, International Studies, Multimedia Arts and Sciences, Religious Studies, Women's Studies and a graduate program leading to the Master of Liberal Arts. UNCA has been further authorized to begin awarding Interdisciplinary degrees. In addition, we are the home of the Center for Creative Retirement, College for Seniors, and the Asheville Graduate Center. The chancellor has committed the university to becoming the first intergenerational institution in the country. UNC-Asheville was named a "best buy" by the Fiske Guide to American Colleges and Universities for the 8th consecutive year, specifically naming the Education program as a strength; and named 1 of 100 "best buys" in public universities by Kiplinger's.

#### **Program Areas and Levels Offered**

UNCA offers the Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts degrees in the arts and humanities, the natural and social sciences, and selected pre-professional and professional programs firmly grounded in the liberal arts. The university also offers a multidisciplinary Master of Liberal Arts degree program. Cooperative Programs include a Bachelor of Science in Nursing with Western Carolina University and a Bachelor of Science in

Engineering as well as a newly established Mechatronics degree program with North Carolina State University. Special Programs include: Travel Abroad, Humanities, Undergraduate Research, African Studies, Health Promotion, Honors, and Teaching Fellows. The university is committed to serving the community in ways that complement its educational mission. It makes resources such as the nationally recognized Center for Creative Retirement available to students at all stages of life for personal growth. Through the Asheville Graduate Center, the university offers programs for advanced professional study. The UNCA Teacher Education Program requires completion of a major in a content area along with professional education courses necessary to qualify for North Carolina Class A Teaching Licensure in the following areas: Elementary Education (K-6); Middle School (6-9) in Language Arts, Mathematics, Science, and Social Studies; Secondary Education in Biology, Chemistry, English, Latin, Mathematics, Physics, Science, and Social Studies; and K-12 programs in Art, Foreign Languages, Reading, and Theater Arts. We are awaiting approval of a new licensure program in Earth Science, 6-9 and 9-12. The licensure program serves undergraduates, transfers, post-baccalaureate, and lateral entry students. Housing one of the smallest faculties in the UNC system, the education department is still able to provide programs equal to those of much larger campuses, and we maintain an active, successful University School Teacher Education Partnership with 3 area school districts.

## **I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES**

### **A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g., Professional Development Schools, etc.)**

We partnered with Asheville City, Buncombe County, and Henderson County School Districts. Licensure students were placed in classrooms for every methods course, observed by Education faculty, and evaluated by the cooperating teacher. Field experiences and course were aligned with INTASC, NETS and DPI standards through a series of LEA and IHE meetings, addressing performance-based assessment. LEA members sat on our USTEP steering committee, chaired subcommittees, and helped plan pre-service, induction, and professional development activities. LEA representatives also served on the Teaching Fellows Advisory Committee and on our search committee for a middle grades faculty position. Teachers were guests in education classes, sat on special topic panels for seminars (inclusion, parent conferencing...), co-presented with UNCA faculty at conferences, and participated in orientation sessions on student teaching procedures, educational technology portfolios, and action research. One NBPTS 4th grade teacher taught our evening Language Arts methods class and used her classroom as a lab experience during the day. An Asheville school administrator taught an evening section of Introduction to Education and served on the USTEP steering committee. A NBPTS teacher was our Coach-to-Coach (C2C) teacher in residence and also chaired a USTEP subcommittee. WNC LEA/IHE representatives met semi-monthly to address current issues in education, attended by the chair of the Education Department and C2C. Collaborative teams (faculty member, student teacher, co-op) attended a summer ARTTA institute to develop technology lessons for the fall. ARTTA provided over 20 technology workshops during the year, providing a stipend and CEU's for teachers. Education faculty delivered workshops on such topics as web-quests, PowerPoint, multicultural literature, integrating the arts across the curriculum, literature circles, teaching reading, geography, and math. Faculty designed teaching materials and lessons for schools and made available such resources as laptops, digital cameras, software, novels, art supplies, texts, and visual aids. Students, faculty, and staff served as tutors and mentors and volunteered time in schools as part of UNCA's service learning initiative. The entire Education Department faculty and staff participated in Read Across America Day and Bulldog Day, reading to kids in local schools. Several faculty, staff, and students participated in "I Like Me," reading personalized story books to kindergarten children. Tutor training was provided by LEA and IHE personnel and was open to Americorps and other local agencies. UNCA's Americorps provided math and reading tutors to area schools. We expanded our Teacher Cadet to a 2nd high school, offering it each semester.



### **List of Schools with whom the Institution has collaborative activities.**

Asheville City Schools, Buncombe County Schools, Henderson County Schools. Totaling 42 elementary, 14 middle, and 12 high schools.

### **B. Brief Summary of faculty service to the public schools.**

UNCA sponsored Bulldog Day: A Day of Service in August, placing 400 freshmen in 26 community agencies, including 10 public schools. The Key Center for Service Learning placed 67 students in 21 different schools. The Biology department ran a summer Bug Camp for middle grades. The Math department hosted the western region middle and high school math contest. They received an Eisenhower grant to run a series of 18 training sessions for 90 K-8 teachers from 21 western counties. The Drama and Education departments held the 2nd annual Mountain Echoes Storytelling Festival, hosting 500 elementary and 600 middle grades students in 2 sessions. Special Academic Programs (SAP) ran 60 Super Saturday classes for over 600 3-8th grade students from 8 counties. SAP ran a poetry institute for educators, ran an Advanced Placement Institute, held SAT prep courses for high school students, and arranged dual enrollment contracts for Buncombe County students to take UNCA courses in foreign language, math, and science. An English professor created PEAPOD (Public Educators in Asheville: Paths of Development), bringing together LEA, community college, and UNCA English and literature instructors to discuss curricular issues. A Literature professor taught 3 AP courses in English at Asheville High School. A Computer Science professor developed an enrollment database for the city schools. Atmospheric Sciences co-sponsored the 2nd annual regional conference on "Satellites in Our Everyday World," attended by over 50 high school teachers. The Physics department hosted the 2nd annual Science Olympics for middle and high school students. UNCA sponsored the 5th annual Knowledge Bowl for 18 high schools. A Literature professor organized the annual UNCA Christmas party for over 80 Headstart children. An Environmental Studies professor worked with the Purchase Knob Scientific Education Center to teach students and teachers about biodiversity and the All Taxa Biological Inventory. Arts & Sciences faculty from 23 departments were guests in area schools, presenting topics such as Islam and Al Queda, Geographic Determinism and Southwest Asia, and Teaching African American Film History. Over 2 dozen faculty and staff served as senior project judges for Asheville High each semester. The Humanities Program partnered with Jones Elementary (classics magnet school) to give presentations and lead activities for students and teachers. The Art and Drama Departments partnered with Claxton Elementary (arts magnet school). The Education Department partnered with Emma Elementary (low SES, high ESL). Three faculty served on PTA boards, 2 served on the Asheville Schools Foundation, 3 served on the Education Coalition board, and 2 served on Asheville Schools Development Board. Three faculty taught Super Saturday classes for gifted children (grades 3-8). Departments provided representatives for schools' Career Days. Admissions regularly arranges tours of departments and our campus for school groups. Faculty served as extracurricular coordinators for such things as the Asheville High debate team, Claxton chess club, Cane Creek Middle ecology club, and the Enka Booster Club.

### **C. Brief description of unit/institutional programs designed to support beginning teachers.**

To keep in touch with ILT's, we maintain a USTEP web site, newsletter, e-mail distribution list, address and phone list. A student worker sent e-mail and telephone notices for all events. ILT I-III's were surveyed on the quality of their preparation through our program and their immediate needs. They also indicated areas where they wished additional individual help, and a visit was arranged by our Coach2Coach or other appropriate education faculty. Based on the survey, we provided 2, 3-day summer institutes on PBL and NBPTS for 30 teachers each, co-presented by LEA and IHE faculty. We also offered 2 Saturdays of new teacher orientation in collaboration with LEA partners, for 40 ILT's from 4 counties. These institutes and orientations were organized with LEA ILT coordinators and personnel officers. Topics included stress management, technology, PBL, and breakout sessions by grade level and subject. We offered over 20 educational technology workshops after school, giving ILT's first preference for registration. Our ed tech people also went into classrooms and helped ILT's develop web pages, install software, and integrate their lessons with the technology available at their school. In some cases our specialists helped upgrade the available equipment. Graduates were invited back to

campus for a Founders' Day reception and work sessions. Sessions included content-area discussion and idea exchange, webquests, multicultural literature, and organizational skills. ILTs were invited by the Education Club to make panel presentations to student teachers on their experiences. Faculty maintained relationships with ILTs that include visiting their schools, co-presenting at conferences, and inviting the ILTs as guest speakers in methods classes. Our K-6 coordinator formed an ILT "support" group that met once a month for dinner and discussion. We paid for subs for ILT's to visit other classroom teachers, and to work on their PBL. We underwrote costs for conferences and other professional development opportunities through a mini-grant program. This funded such things as attendance at a state math conference, novels for a literature class, and software for a history class.

#### **D. Brief description of unit/institutional efforts to serve lateral entry teachers.**

With one of the smallest Education Departments, we struggle to balance the quality of our programs with our capacity to deliver them to licensure students in alternate settings. Therefore, we've applied our efforts to adapting the program already in place to accommodate the special needs of lateral entry teachers. We admit lateral entry students with as low as a 2.3 GPA (and PRAXIS I; waived if they've a 2.5+), but design a plan of study that requires a minimum of 9 s.h. at a 3.0 to continue in the program. Lateral entry or "licensure only" status is identified on advising forms. Advising brochures and on-line information are readily available. Ed tech labs and on-line tutorials are available for tech competencies. When appropriate, we contact the principal to mediate allowing the teacher to come to campus. As some of the content competencies are met through our liberal arts core, we individualize plans of study for lateral entry teachers to substitute other courses. The plan of study is developed by an advisor who serves as the candidate's advocate to the Education Committee. With approval from the instructor, pre-requisites may be taken as co-requisites, and we guarantee enrollment in any education class. Field placements are met in their home school, with an administrator's evaluations as evidence of competency. Where feasible we do on-site observations, but started a new policy where a videotaped lesson and reflective narrative may suffice. One challenge is accessibility. We offer a single section of most courses, so rotate these at day and evening times every semester. For courses with more than one section, we schedule one at night. Where warranted, we have offered lateral entry students a course as an independent study. We offer our Introduction to Education course every summer, providing entry into the program. We have a Reading Diagnostics course on-line, and are presently developing an on-line course in Adolescent Literature. We have begun discussion with our VCAA to offer courses at area community colleges. We continue to debate approaches for accommodating lateral entry teachers, but anticipate heavily utilizing the RALC process. Participants in our WNC IHE/LEA collaborative semi-monthly meetings proposed a lateral entry support program funded by a \$10K grant. The project included a needs assessment of beginning teachers. We'll next establish a communication network to inform all participants of available support for beginning teachers; provide on-site support for lateral entry teachers; and initiate a retreat for lateral entry teachers. UNCA initiated a Retired Teachers Support Program, and convened a meeting / luncheon of 15 retired teachers to solicit their support for lateral entry teachers. These retired teachers were given an abridged mentor training session and will be matched with lateral entry teachers one-on-one.

#### **E. Brief description of unit/institutional programs designed to support career teachers.**

Education and Arts & Sciences faculty served as consultants, guest presenters, and provided resources for teachers as requested (See B). University "privilege cards" were given to all cooperating teachers and partnership members for access to the university library, fitness complex, computer labs and other facilities. E-mail accounts, lap-top computers, a digital camera, a projector, CDs and other software and teaching materials were available to teachers. Training and stipends were provided for using technology in classroom research projects through over 20 workshops and a week-long summer institute. Continuing education courses were offered by Special Academic Programs, including several for CEU's. UNCA faculty and LEA faculty conducted research together on web-quests and multicultural literature and co-presented at conferences. A Multicultural Book Club was sponsored for 8th grade teachers. Summer institutes included AP training in English and Biology, a residential NEH seminar, and NBPTS preparation. Technical support was provided for area schools with websites and networking. Our C2C helped develop and implement INTASC training modules, provided mentor training, updates on PBL, forums, TPAIR training, assessment center support, and regional INTASC

workshops across 9 school systems. Our USTEP provided "mini-grants" to underwrite costs for professional development, including registration and travel to attend conferences, and teaching materials. We conducted coop training for 25-30 teachers each semester. An Eisenhower grant funded math training for 90 teachers, and another funded Earth Science training for elementary teachers. Atmospheric Sciences sponsored a meteorological conference attended by over 50 teachers. A Computer Science instructor led Lego Mindstorm training for elementary teachers. An Economics instructor led 2 institutes for secondary teachers in the Foundations of Teaching Economics. CEU's were provided for teachers participating in our AVID tutoring program. An Education professor coordinated an all-day in-service on "Exploring Diversity" for Asheville Schools. A Physics professor delivered professional development workshops in "Physics Trends and Interdisciplinary Connections," "Waves, Light, and Sound," and "Light and Visual Phenomena" funded through the Cisco Learning Institute and the NOW Project with WCU. An Education and Drama professor conducted a week-long institute for 5 area elementary schools on integrating the arts across the curriculum, co-sponsored by the Asheville Area Arts Council.

**F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.**

We serve diverse populations of students potentially at-risk, including inner city and rural schools. These include socioeconomic disadvantages, limited English proficiency, and students suspended from regular classes. Programs include K-12 tutoring and mentoring: Young Scholars matched Teaching Fellows with students in a city elementary school; Partners-In-Learning provided tutors for 3 area Middle Schools; AVID matched Asheville City middle and high school students with UNCA students for individual mentoring and college preparation. (AVID students' proficiency rates improved to 87% in English I, 75% in Algebra I, and 100% in Geometry - all 16-40% higher than the school average). Asheville-to-Asheville continued tutoring high school students, including students in 2 alternate placement schools. This included working with families to understand college financing and application procedures. The Computer Literacy Initiative expanded to include Cherokee Middle School students with Asheville Middle School students in a summer 5-week technology program on campus. Students in our Reading and Writing secondary methods course tutored Asheville Middle students who did not pass their EOC exams. Each program also brought students to campus for 1/2 day tours, interactions with college instructors, and lunch. Summer programs included overnight stays in dorms. Overall, these programs provided training for and placed 115 UNCA students in the schools. Asheville City initiated a KIPP Academy, and we will begin placing students there for tutoring and methods courses. Faculty participate in the Education Coalition, a community and school-based program designed to support African-American males through one-on-mentoring (we have about 15 UNCA mentors, including 4 Education faculty, the chancellor and 2 vice-chancellors). An Education professor serves on a Multicultural Leadership Team for Asheville City Schools. The Education Department partnered with Emma Elementary (40% ESL population) by participating in Dr. Seuss Day and Reading Week, The Foreign Language Department, and a Music Department First-Year Experience course also does ESL tutoring at Emma. America Reads & America Counts provided 28 tutors for area schools. The Humanities Program partnered with Jones Elementary. The Drama and Art Departments partnered with Claxton Elementary. The Key Center for Service Learning placed over 100 students in 20 schools from over 40 college classes for service learning projects. Individual course instructors also led group projects, i.e. a SOC 100 class visited Asheville Middle School several times to lead discussions with kids on such topics as ethnocentrism, norms, and social privilege, then hosted the kids in a class meeting back on campus. Faculty served as guest teachers and consultants for curricular and pedagogy assistance for area schools (a UNCA consultant directory was updated for LEA's). All teachers, including schools with at-risk populations, are provided e-mail accounts for cooperating teachers and USTEP participants, and are given campus "privilege" cards for access to the library, fitness center, and computer labs

**G. Brief description of unit/institutional efforts to promote SBE priorities.**

We expanded all of our tutoring and mentoring programs to serve additional schools in the Asheville and Buncombe County area. Programs variously cover grades K-12, with several overlapping programs designed to provide additional support for at-risk populations. These include ESL (primarily Hispanic and Ukrainian) students, inner city and rural schools, and have begun to address the needs of the Cherokee. We've tracked

academic records of African American AVID students, and demonstrate gains in their proficiency ratings for Algebra I, English I, and Geometry that are 16-40% above Asheville High averages. We initiated a series of student teaching seminars on special topics including inclusion and children with special needs, parent and family interactions, and classroom management. These consist of LEA teachers on panels, with grade-level breakout sessions. We aligned all our methods course assignments with INTASC standards, with consideration toward performance-based assessment and our licensure students' demonstration of what they've learned in class, based on the performance of their own students. Each student teacher is required to conduct an action-based research project during student teaching, and present it to their peers at an all-campus Undergraduate Research Symposium. This must show the impact of their teaching on the learner, tie it into the literature in their field, and suggest lessons learned for future educators.

**H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).**

We specifically focused on performance-based assessment and alignment of course syllabi and assignments with INTASC standards. This was accomplished through a series of course-specific meetings with Education instructors, LEA representatives, students, and community representatives from our USTEP pre-service subcommittee. This was done in preparation for continued accreditation under the new NCATE and NCDPI program approval standards, as well as to prepare our students for the PBL process.

**Supplemental Information (Optional)**

**I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.**

UNCA requires a major in a specific content area while also completing the requirements for licensure. This ensures that secondary and middle grades licensure students are "experts" in their content area. They also pass senior competency exams and a senior research project in their degree department. This further prepares them for their specialty area exam. Elementary licensure students usually major in Psychology, which also carries a senior research and competency requirement. All licensure students additionally complete an action research project in their LEA classroom. A university-wide Writing Across the Curriculum Program ensures that students develop critical thinking and writing skills. UNCA maintains a university-wide Reading Center, Writing Center, and Math Lab to which we direct students who are in need of additional preparation. Students achieving less than a "C" in any courses (education or content) may be required to repeat that course. The department maintains a library of materials available for study including Tests at a Glance, Learning Plus books and videos, and commercial PRAXIS preparation materials. Each year Education faculty, Arts & Sciences faculty and LEA faculty have taken various PRAXIS exams and presented test-taking strategies to students in general, and in content areas specifically. Subsequent retreats have been held with Arts & Sciences faculty and LEA representatives to revise curricula as appropriate. A year-end program review occurs for each licensure track. Program coordinators consider PRAXIS scores, course evaluations, survey results from program completers and employers, and student teacher exit interviews. Area reports are discussed at a department meeting reflecting on the strengths and weaknesses of the program, and strategies are identified for improving student performance, which further prepares them for PRAXIS. Two members of the department attended an ETS orientation last year, and brought back information and literature to distribute to the rest of the faculty. Subsequently, additional study and preparation materials were purchased and made available to the students. UNCA's PRAXIS pass rate is currently among the highest in the state, and doesn't indicate a necessity at this time to implement any other efforts to raise scores.

**J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.**

Faculty and students contacted potential students and their families at Admissions open houses. Education faculty phoned a list of applicants individually to answer questions about UNCA. Admissions staff attended state and regional recruitment fairs, and the state school counselors' conference. Faculty made presentations to local schools about careers in teaching and interviewed high school students seeking research scholarships and teaching fellowships. Faculty participated in a recruiting luncheon and workshop for Teaching Fellows (TF) finalists and parents. TF Ambassadors visited high schools across the state, giving workshops to students on issues in teaching, interview skills, and UNCA. These were followed by personal letters and phone calls. TF's and Education Department brochures were updated. UNCA Admissions literature was updated to include more specific licensure information. Customized packets of information about our programs were mailed to high school counselors, made available at Open Houses, and sent to people requesting information by phone or e-mail. These contained brochures about specific licensure tracks, contact information for program advisors, department fact sheets, a USTEP brochure, TF brochures when appropriate, and a letter of greeting from the department chairperson. Information was available on the internet, along with e-mail addresses and phone numbers for program advisors. Faculty received a significant number of e-mail contacts. Applicants for admission completed surveys indicating areas of interest, and their names were sent to our department for follow-up phone calls or e-mails. These included freshmen, transfers, and post-baccs. Advisors did ongoing transcript analyses for lateral entries and post-baccs and helped with admission and summer registration for classes. We held our 2nd "Opening Doors to Teaching" during Founders Day, hosting students from 12 area HS's for a campus tour, Q&A sessions on teaching, guest speakers, and luncheon. Our Teacher Cadet expanded to a second local high school to bring students to UNCA for a 1 s.h. course. Our tutoring and mentoring programs qualify students for the Legislative Opportunity Grant. We designed a new First Year Experience course for TF's, and a second section for non-TF's also interested in exploring education as a career (to be implemented fall 2002).

**K. Brief description of unit/institutional special effort to encourage minority students to pursue teacher licensure.**

A vice chancellor for diversity and multicultural concerns advises all departments about recruiting efforts. Groups combining efforts for minority recruitment include the Africana Studies, University Schools Teacher Education Council, Enrollment Services, Financial Aid, First Year Experience, International Programs, Minority Affairs, and the Teaching Fellows. Admissions holds Multicultural Recruitment Day, and sponsors Camp College, a summer residential program for minority students from Asheville and Charlotte. Consideration is being given to including Cherokee. A minority recruitment officer resides in Charlotte. An African American female TF worked full time in Admissions. African American graduates serve as regional contacts for recruitment for licensure students. UNCA continued its Teacher Cadet Program at Asheville HS, paying tuition for students to take a course at their school and on campus, taught by an African American LEA teacher and newly hired Native American Education professor. Tutoring and mentoring programs support at-risk students, and provided encouragement and support toward college eligibility and application: Young Scholars, Partners-In-Learning, Asheville-to-Asheville, Achievement Via Individual Determination, and the Computer Literacy Initiative (See F). These provided classroom support services and brought students to UNCA to experience a university setting, meet students, attend university events, and receive additional academic preparation. Some of these continued through the summer, intended to provide a bridge to the fall semester, keeping the students productively engaged. UNCA students assisting with these programs are drawn from the African American Colloquium, Education Department methods courses, and from courses requiring service learning. These programs are coordinated among the Key Service Learning Center, the Education Department Outreach Coordinator, Special Academic Programs, and the VC for Multicultural Concerns and are designed to keep public school students in school, excite them about education, and usher them into college. About 40 Cherokee students (gr. 3-8) attended Super Saturday courses each semester, another 15 Cherokee middle grade students attended the summer Computer Literacy Initiative, and an additional Teacher

Cadet program for Cherokee is being considered to create a seamless connection from grade 3-college for these students.

**L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.**

A new faculty member was hired to design and submit a proposal for a Pre-K licensure program. UNCA announced a partnership with Puckett Institute to establish a Center for Excellence in Early Childhood Education. This will bring a day care facility to campus, and eventually be associated with our future Pre-K licensure program. A faculty member worked with the state committee to design a stand-alone ESL license. She will submit a proposal for a program at UNCA at the appropriate time.

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	38
	Other	0	Other	1
	Total	6	Total	40
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	15
	Other	0	Other	0
	Total	6	Total	15
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	10
	Other	0	Other	0
	Total	3	Total	10
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	15	White, Not Hispanic Origin	36
	Other	1	Other	0
	Total	17	Total	38

**B. Lateral Entry/Provisionally Licensed Teachers**

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Pre-kindergarten (B-K)	0	0	0
Elementary (K-6)	3	3	3
Middle Grades (6-9)	7	7	7
Secondary (9-12)	7	7	7
Special Subject Areas (k-12)	1	1	1
Exceptional Children (K-12)	0	0	0
Vocational Education (7-12)	0	0	0
Special Service Personnel (K-12)	0	0	0
Other	0	0	0
Total	18	18	18
Comment or Explanation: "Requests" are not counted until an actual "informal admit" is issued assigning an advisor.			

**C. Quality of students admitted to programs during report year.**

	Baccalaureate
MEAN PPST-R	182
MEAN PPST-W	178
MEAN PPST-M	183
MEAN CBT-R	333
MEAN CBT-W	327
MEAN CBT-M	320
MEAN GPA	3.37
Comment or Explanation :	



**D. Program Completers (reported by IHE).**

<b>Program Area</b>	<b>Baccalaureate Degree</b>		<b>Undergraduate Licensure Only</b>	
<b>N= #Completing NC=# Licensed in NC</b>	<b>N</b>	<b>NC</b>	<b>N</b>	<b>NC</b>
Pre-kindergarten (B-K)				
Elementary (K-6)	24			
Middle Grades (6-9)	10			
Secondary (9-12)	33			
Special Subject Areas (K-12)	9			
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	76			
Comment or Explanation:				

**E. Scores of student teachers on professional and content area examinations.**

<b>Specialty Area/Professional Knowledge</b>	<b>2000 - 2001 Student Teacher Licensure Pass Rate</b>	
	<b>Number Taking Test</b>	<b>Percent Passing</b>
Art	11	100
Biology (9-12)	2	*
ESL	1	*
Elementary Education	25	100
English	6	83
French	1	*
MG-Lang Arts	1	*
MG-Science	1	*
MG-Social Studies	1	*
Math (9-12)	3	*
Science (9-12)	2	*
Social Studies (9-12)	8	100
Spanish	4	100
Spec Ed Mentally Disabled	1	*
School Summary	67	97
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

**F. Time from admission into professional education program until program completion.**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	3	1	3
U Licensure Only	2	1	1	2	0	1
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	1	2	1	8
U Licensure Only	0	3	3	4	1	11
Comment or Explanation: Semesters were counted from the first semester the student was assigned an education advisor. Student teaching is 8 s.h., therefore, the computer reads these students as part time. The program used to run this information was changed from last year, so they evidence little legitimate comparison.						

**G. Undergraduate program completers in NC Schools within one year of program completion.**

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor	64	100	73

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2001 – 2002**

LEA	Number of Teachers
Buncombe	183
Henderson	56
Asheville City	43
McDowell	30
Madison	17
Transylvania	16
Haywood	15
Charlotte-Mecklenburg	12
Rutherford	10
Burke	9

**I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

Satisfaction with...	Program Completers	Employer	Mentor
the quality of the teacher education program.	3.63	3.42	3.57
the ability to effectively manage the classroom.	3.21	3.36	3.33
the ability to use technology to enhance learning.	3.63	3.32	3.52
the ability to address the needs of diverse learners.	3.33	3.28	3.3
the ability to deliver curriculum content through a variety of instructional approaches.	3.63	3.32	3.43
Number of Surveys Received.	24	25	24
Number of Surveys Mailed.	47	47	47

**Table III. Teacher Education Faculty**

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
8	7	7





# **UNC - Chapel Hill**

**2001 - 2002**





# **IHE Bachelor's Performance Report**

## **UNIVERSITY OF NORTH CAROLINA OF CHAPEL HILL**

2001-2002

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### **Overview of the Institution**

The University of North Carolina at Chapel Hill, the nation's first state university to open its doors, was the only public university to award degrees in the 18th century and has provided higher education to 10 generations of students. Authorized by the N.C. Constitution in 1776, the University was chartered by the NC General Assembly on December 11, 1789, the same year George Washington was first inaugurated as President. Now enrolling 25,500 students from all 100 North Carolina counties, the other 49 states, and nearly 100 other countries, UNC-Chapel Hill currently ranks fifth among the nation's top public universities according to the "America's Best Colleges" guidebook published by U.S. News and World Report. UNC-Chapel Hill has been educating teachers and other school personnel since its opening in 1795. In 1876, UNC-Chapel Hill held the first University summer school for teachers in America when a group of teachers from Guilford County created a six-week normal school that met in the summer. Attended by teachers, townspeople, and students, this summer school was regarded by UNC's President Battle as the greatest achievement of his administration. Within a decade, the Department of Pedagogy was established at UNC-Chapel Hill in 1885, and in 1913 the School of Education was formally established as a professional school. Today we claim nearly 20,000 alumni, the third largest alumni base at UNC-Chapel Hill. As UNC draws talented students from around the state to its campus, the School of Education completes the circle, sending our vibrant teachers back to these communities to share their knowledge and enthusiasm with the next generation of students. We are committed to supporting the public schools of this state and to using our resources to connect these schools, their teachers and students, with approaches to learning that are inclusive and engaging. Through our Internet network, our advanced programs, research, and teacher education programs we are extending our resources beyond Chapel Hill and its environs, working in schools and learning from them. Our research brings national perspectives to local issues, and informs national policy with ideas and studies drawn from our school collaborations and inquiries.

### **Special Characteristics**

Although we are a relatively small School of Education, with 58 full-time faculty members and an enrollment of about 775 graduate and undergraduate students, our faculty sustains a strong school-based teacher education program and a very productive research and service agenda. As a Research I institution, we offer not only undergraduate but also advanced programs for school personnel, providing leadership for the state of NC. We recently have created the Carolina Teaching Network, a cohort-based, outreach initiative organized to bring graduate coursework and credentials to practicing teachers and prospective administrators. We have launched a Master's in Education Program for experienced teachers, offering them an opportunity to pursue graduate study on a part-time basis that fits with their ongoing careers. Area teachers are eager to enroll in this program, and we are adding a new cohort each semester. We have launched a similar cohort-based, part-time Master of School Administration Program for aspiring school administrators. We also are expanding our support for lateral entry teachers by enlarging our NC TEACH program and adding new licensure only programs for Birth-Kindergarten and Middle Grades Education. In addition to working with undergraduate and graduate students, we also serve teachers and schools throughout the state through research and evaluation on school reform, projection of curriculum materials to every school district in the state through LEARN NC, and development of funded English as a Second Language training for practicing teachers. Our Early Childhood Program is distinguished by its close ties to the Frank Porter Graham Child Development Institute. Our Research Triangle Schools Partnership agenda involves 10 schools in four neighboring school districts as well as departments across the campus and the School of Social Work. Our Web network for

teachers, LEARN NC, serves all 117 school districts across the state. Our Center for Mathematics and Science Education provides professional development for some 450 teachers each year as well as providing year-round enrichment for 1,000 students in grades 6-12 through its Pre-College Program. Our America Reads Program, Teaching Fellows Program, and other efforts by Education faculty provide weekly tutoring for hundreds of students in nearby elementary schools throughout the year. In a national survey of 1,000 school superintendents, our School ranked third in the nation this year among all schools of education in public universities as reported in U.S. News and World Report. Overall we have maintained a top-25 national ranking for the past several years, with an overall ranking of #24 this year.

## **Program Areas and Levels Offered**

Program areas and levels authorized at the School are as follows: Pre-Kindergarten (B-K): Birth-Kindergarten, A, M; Preschool, add-on\* Elementary Education (K-6): Elementary Education, A, M Middle Grades Education (6-9): Language Arts, A, M; Mathematics, A, M; Science, A, M; Social Studies, A, M Secondary Education (9-12): English, M; Mathematics, M; Comprehensive Science, M; Comprehensive Social Studies, M; Classical Latin, M Special Subject Areas (K-12): English as a Second Language, add-on; Reading, add-on, M; Music, M; Second Language Studies: French, M; German, M; Japanese, M; Spanish M Exceptional Children (K-12): Specific Learning Disabilities, add-on, M Special Service Personnel (K-12): Curriculum Instructional Specialist, add-on, D; Media Coordinator, M, add-on\*; School Administrator, M, D; School Counselor, S; School Psychologist, S, D; School Social Worker, S \*Denotes temporary authorization. In addition to the professional programs listed above, we also offer Master of Arts and Doctor of Philosophy degrees, designed to prepare people for the professoriate and/or research careers.

## **I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES**

### **A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g., Professional Development Schools, etc.)**

Collaborative relationships with public schools provide a strong foundation for our Teacher Education Programs. Two practitioners-in-residence, an elementary teacher and a reading specialist on leave from their schools, served as clinical instructors in our programs. Twenty-three teachers were members of Program Committees that reviewed curriculum; developed new forms to assess the work of University supervisors, cooperating teachers, and students; and assessed student portfolios. More than 100 teachers from 30 elementary schools, 7 middle schools, and 13 high schools served as cooperating teachers, and counselors, psychologists, social workers, and administrators from 13 school districts supervised our school psychology, social work, and MSA students. Public school teachers and administrators participated as instructors across our programs, and exchanges of knowledge and experience flourished as our faculty taught most Elementary Education courses in the public schools. Our Research Triangle Schools Partnership (RTSP) encompasses 650 public school teachers and 8,600 students in the 10 participating RTSP schools in Orange, Durham and Chapel Hill/Carrboro; three new high schools in Chatham County will join this fall. Teachers from all our partnership districts met with us to revise our partnership, shifting to a project focus to include more schools, strengthen interaction across schools, and integrate RTSP projects with our new off-campus M.Ed. for Experienced Teachers. Six collaborative projects - Arts and Aesthetics, Transitions, Literacy, Teacher Education Continuum, High School Literacy, and Parents and Community - span 10 schools and involve approximately 90 teachers, 8 principals, 8 counselors, 9 University faculty, 1 graduate student, and 60 undergraduate students. Our Day of the Poet, a partnership of the SOE and four area high schools, served 250 high school students and their English teachers. Project Coordinating Committees, comprised of public school teachers, school administrators, and University faculty, guide each project and plan and conduct collaborative action research projects, supported by researchers from our evaluation unit, EvAP. Outside funding has been secured for the Parent/Community and Technology Integration projects. Collaborations flourish in our Center for Mathematics and Science Education serving approximately 450 teachers this year; our International Social Studies Project engaging hundreds of social studies teachers statewide; our Project for Historical Education; our Let's Talk Race conference involving 120



teachers and 10 University faculty; our Curriculum, Music, and Community Project collaborating with 9 elementary schools in 6 school districts; and our America Reads program in 6 schools in 4 systems, providing 50 tutors for 200 students. LEARN NC, has worked with 41,000 public school teachers to create 3,500 lesson plans, and is sustained by designated teacher/coordinators in nearly 1,800 of the state's 2,100 public schools.

### **List of Schools with whom the Institution has collaborative activities.**

Through our Research Triangle Schools Partnership, we have 10 partnership schools in neighboring school systems, with four more schools being added for the coming year: Durham Pub: Club Blvd Elem, EK Powe Elem, Forest View Elem, and Jordan High Orange County: Cameron Park Elem, Grady Brown Elem, and Orange High Chapel Hill-Carrboro City: Chapel Hill High, Seawell Elem, Smith Middle Chatham County (plans made this year, partnerships to begin coming year): Chatham Central High, Jordan Matthews High, Northwood High, SAGE Academy The schools with which our Teacher Education Programs have collaborated this year are: Orange County: New Hope Elem, Cameron Park Elem, Grady Brown Elem, Orange High, Pathways Elem, Stanford Middle, Stanback Middle, Children's Learning Center Durham Public: Parkwood Elem, Club Blvd Elem, Forest View Elem, EK Powe Elem, Durham School of the Arts, Riverside High, Jordan High, Southern High, Carrington Middle, Lowes Grove Middle, Southwest Elem, Merrick-Moore Elem Chapel Hill-Carrboro City: Carrboro Elem, Frank Porter Graham Elem, McDougale Elem, Ephesus Elem, Estes Hills Elem, Scroggs Elem, Seawell Elem, Glenwood Elem, FPG Child Devt Center, McDougale Middle, Phillips Middle, Chapel Hill High, East Chapel Hill High Chatham County: Harrison Elem, Northwood High Alamance-Burlington: Graham High Guilford: Brooks Global Elem Wake: Underwood Elem, Smith Elem, Rand Road Elem, Community Partnerships, Wake Co. DEC, Wake Co. Preschool Eval. Ctr, Fuquay-Varina Middle, Leesville Rd Middle, Enloe High, Fuquay-Varina High, Broughton High, Leesville Rd High Our School Psychology, School Counseling, School Social Work, and MSA interns were placed in the following school districts: Durham, Orange, Chapel Hill-Carrboro City, Alamance-Burlington, Charlotte-Meck, Chatham, Granville, Guilford, Henderson, Iredell, Johnston, Lee, Wake Our ongoing Service Projects have collaborated with the following schools: (Many of our service projects serve public schools statewide or our regional service area as a whole. Some of those that serve specific schools are listed below.) Curriculum, Music, and Community Project: Gamewell, Blueridge, West Jefferson, Central, Forest View, New Hope, Cedar Ridge, Shoals, and Westfield (all elementary schools) in Caldwell, Ashe, Haywood, Durham, Orange, and Surry counties Teaching Fellows Tutoring: Grady Brown Elem (Orange County) At-risk Tutoring: Seawell and McDougale Elem (Chapel Hill-Carrboro City) EvAP Smart Start: Davidson and Forsyth counties Center for Math and Science Education: Durham, Chatham, and Granville Cos. ESL Program: Charlotte-Mecklenburg, Duplin and Wake counties.

### **B. Brief Summary of faculty service to the public schools.**

Our faculty members are deeply connected with the public schools, and have documented more than 100 examples of public school involvement this year. For example, many of our faculty taught classes in school settings, provided professional development sessions to teachers, collaborated to write grant proposals, and served on various program and curriculum development and integration committees with area schools. Science Education and Physics faculty helped students in Orange County plan and conduct experiments with viruses using nanotechnology. Foreign Language faculty helped area elementary schools to plan foreign language education services, worked with a two-way immersion program in Charlotte-Mecklenburg, and worked to create two Spanish Dual Immersion Programs in Wake and Duplin counties. Our Educational Psychology faculty worked with area school officials on assessment issues and served on a Minority Student Achievement network. Our faculty oversaw tutoring programs that enabled our students to serve more than 350 area school children with more than 8,000 tutoring hours this year. They brought evaluation services to assess numerous NC school projects, such as kindergarten readiness, a substance abuse program, and special education, served as speakers at high school graduations, judges at science fairs, and consultants to teachers seeking National Board Certification. Beyond the School of Education, faculty from the Psychology Department and the School of Social Work worked with parents in our RTSP Community Project. Biology Department faculty visited schools around the state with a Glaxo Wellcome Science and Technology Mobile Laboratory. Mathematics Department faculty joined our faculty to present a series of professional development sessions to middle school teachers.

Two faculty members from the History Department collaborated on our Project for Historical Education, serving teachers and schools all over NC. The Director of the UNC Curriculum in Folklore co-directed our Curriculum, Music, and Community Project, serving nine elementary schools in six districts. The Schools of Dentistry, Medicine, and Nursing went into public schools across the state to provide education and screening to thousands of school children. The School of Journalism and Mass Communication trained hundreds of NC public school teachers and students in scholastic media. The Department of Athletics hosted the Kids and College Program for underrepresented middle school students. The NC Botanical Garden hosted approximately 2,500 school children on campus and partnered with public schools on gardening and environmental projects. The Campus Y matched University faculty and students with hundreds of public school students in mentoring and Big Buddy programs. The Morehead Planetarium, Ackland Art Museum, and the Music Department hosted thousands of public school children on campus this year.

### **C. Brief description of unit/institutional programs designed to support beginning teachers.**

We established our own Mentor Teacher-in-Residence Program to work with new teachers, mentors, pre-service teachers, cooperating teachers, and NC TEACH participants in all four Partnership districts. Our Mentor Teacher-in-Residence held orientation sessions for 277 beginning teachers, and ongoing sessions for Initially Licensed Teachers on INTASC standards (105 participants), active listening/parent conferencing (115 participants), stress management (124 participants), and reflective writing (79 participants). She worked with mentor coordinators in each district to produce mentor handbooks, held workshops on the mentor/beginning teacher relationship, and conducted mentor training sessions monthly with 61 mentors. She held lateral entry institutes (60 participants) and provided follow-up support to NC TEACH students working on their PBL products. She participated in Coach2Coach meetings across the state during the year. With approximately 40 pre-service teachers she addressed building relationships with students/reflective writing, stress management, and PBL overview. We also provided on-line, Web-based support for first-year teachers this year through our Lighthouse Project, funded by the AT&T Foundation. LEARN NC, our statewide network of K-12 educators, set up a special on-line discussion forum for our 2001 graduates who were beginning elementary, middle grades, and secondary teachers. These beginning teachers were invited to submit their questions and concerns to master teachers and other beginning teachers participating in the discussion forum. Faculty and graduate students (all experienced teachers) served as on-line discussion leaders. This year 40% of the 90 graduates invited to participate in the Lighthouse Project participated in the on-line discussion forum. Our Teacher Education Continuum Project, part of our Research Triangle Schools Partnership, held inquiry groups of 3 university faculty, one graduate student, and 7 teachers last fall at two Orange County schools to brainstorm effective ways of supporting beginning teachers. Following their suggestions, we held seminars throughout the spring semester on topics such as assessment, community resources, and building student motivation. LEARN NC, our statewide Internet network for educators, established a New Teacher Support Center, offering a Beginning Teacher Handbook, covering topics such as classroom management and planning; and a Performance Based Licensure Guide with specific examples and strategies. LEARN NC published 10 issues of The Beacon this year, its on-line journal available to all teachers in NC, providing articles, strategies, resources, and tips for beginning teachers as well as instructions on how to access the 3,500 lesson plans on LEARN's Web site and keyed to the NC Standard Course of Study. Through our NC TEACH Program, we worked with 30 additional beginning lateral entry teachers this year, providing ongoing course work and maintaining contact with them by phone, email, and on-site contact.

### **D. Brief description of unit/institutional efforts to serve lateral entry teachers.**

With NCCU, we are the Triangle Site of NC TEACH. From the beginning of NC TEACH, we have been one of the most requested sites. The level of increased interest this year led the two schools to mutually agree to deliver the NC TEACH curriculum independently at each campus to participants in designated content areas—UNC-Chapel Hill in mathematics, science, and foreign language, and NCCU in language arts, social studies, and special education. At UNC-CH, our enrollment has increased from 14 students in summer 2000, to 30 students this year (2001-02), to 44 NC TEACH students enrolled for the upcoming year (2002-03). Our new NC TEACH director oversees recruitment, interviewing, selection, admissions, and program administration. She also provides assistance and information to lateral entry teachers, discusses options available, and clarifies

requirements and procedures. We have also expanded our licensure-only programs and made them available to lateral entry teachers. We provide licensure only programs with our colleagues in the School of Social Work and the School of Information and Library Science to prepare School Social Workers and School Media Specialists. This year, we added licensure-only programs in B-K and in Middle Grades Education. The Middle Grades Teacher Education Program implemented a licensure-only admissions pathway this year, revising the course structure so that lateral entry teachers can participate as licensure-only students while continuing their teaching careers. A third new licensure-only program, Speech and Hearing Specialist, is in the planning stages. Our newly hired, full-time Director of Student Services meets with lateral entry teachers to advise them on these and other SOE options. Our Mentor Teacher-in-Residence, sponsored by our Research Triangle Schools Partnership, supported 60 Durham lateral entry teachers by providing a training institute and individual follow-up support for 7 lateral entry teachers in our NC TEACH program, helping them with their work on their PBL product. She provided further support to NC TEACH lateral entry teachers through her work with mentor teachers who work with NC TEACH students. She also supported beginning teachers in neighboring districts, including lateral entry teachers, by providing orientation for them in the fall. LEARN NC, our statewide Internet network for teachers, provided training in the use of its Web site for all NC TEACH participants at three sites, serving a total of 150+ lateral entry teachers. LEARN demonstrated how to use the NC Standard Course of Study and the Web-based LEARN NC lesson plan template, providing more than 3,500 approved lessons keyed to the NC Standard Course of Study. LEARN provided further support for lateral entry teachers, as well as other beginning teachers, by establishing a New Teacher Support Center, which offers a Beginning Teacher Handbook, Performance Based Licensure Guide and other resources. A doctoral student completed a dissertation this year that surveyed lateral entry teachers across the state to identify factors that enhanced their satisfaction and effectiveness.

#### **E. Brief description of unit/institutional programs designed to support career teachers.**

This year we have realized our commitment to blend school reform, professional development and graduate study by launching 5 M.Ed. distance education cohorts in literacy, language arts/social studies, mathematics, and science, fully embraced by our faculty who have learned to develop on-line courses and who travel to meet their students near their school sites. A more detailed description of this program and our off-campus Master of School Administration Program involving 2 cohorts can be found in the items below on MSA and Master's Programs. Our expanded add-on licensure programs served 46 teachers in LD, Literacy, ESL, and B-K Education. We are working with the School of Information and Library Science to develop a new add-on license in School Media through distance education. In addition, \$2.4 million from OBEMLA/U.S. DOE supports our work with Wake County for ESL add-on licensure for 130 career teachers. We provided support to teachers seeking National Board Certification through our Research Triangle Schools Partnership Mentor Teacher-in-Residence Program, presenting workshops and in-depth work in retreat settings. With \$2 million from NSF, our Center for Mathematics and Science Education is developing 3 new courses for 150 middle school teachers to prepare for National Board Certification, also providing courses and workshops for 450 career mathematics and science teachers, and offering workshops through grants of \$195,000 to Durham, Chatham and Granville counties to improve mathematics and science instruction and teacher technology skills. Our International Social Studies Project served hundreds of social studies and history teachers across the state through workshops, seminars, and presentations at the NC SS Conference. Our Project for Historical Education served 70 middle and high school social studies teachers in workshops on Islam. With funding from the NEA, our Curriculum, Music, and Community Project worked with 40 elementary, music, and art teachers in nine schools from six school districts to integrate traditional NC music into the 4th grade curriculum. Through our Research Triangle Schools Partnership, we collaborated with 110 teachers in projects related to arts, literacy, community, transitions, and the teacher education continuum. LEARN NC provided software to districts so they could offer and share professional development courses online. It also helped AP teachers to get their courses on line. Its Web site supported teachers across the state, receiving 2-3 million hits each month, nearly 2,000 unique visitors a day, and has been nationally recognized for its excellence. In the aftermath of the 9-11 terrorist attacks, our International Social Studies Project broadcast a workshop on the Middle East and Afghanistan to 200 teachers at 6 separate sites. Our Teaching Fellows Program sponsored a seminar for area teachers on dealing with tragedy, and LEARN NC created a Web site for educators with articles and suggestions to help students deal with tragedy.

**F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.**

Our faculty has provided assistance to 5 low-performing schools in Durham as well as low-performing schools more generally. George Watts Elementary (Durham) is served by our Project RAMP (Realizing Achievement in Mathematics Performance), in which our Mathematics Education faculty worked with teachers to improve mathematics instruction and provided 4 professional development sessions. Another Mathematics Education faculty member worked with Chewning Middle School (Durham), providing 12 professional development sessions, 3 hours each, to all mathematics teachers. Although Chewning is not officially low-performing, it has a large population of students who need assistance in mathematics. Our Science Education faculty coordinated 2 grants for staff development for 180 elementary science teachers in Durham, including Eastway Elementary and George Watts Elementary, focusing on teacher leadership, science advancements, and science pedagogy. Also at Eastway Elementary, our ESL faculty provided tutors for Limited English Proficient students, providing 20 hours/week of tutoring throughout the year. Our School Psychology faculty provided free consultation to teachers and staff at Lakewood Elementary (Durham) on home visiting as a way to reach some student goals. Our Educational Leadership faculty met throughout the year with administrators and teachers from Southern High School (Durham), helping them examine their school and develop strategies for exerting leadership for school improvement. Southern High and six other high schools (Chatham Central, Jordan Matthews, Northwood (Chatham), Lee Senior (Lee), Orange Senior (Orange), and Hillside (Durham)) are served by our Upward Bound program, which provided comprehensive academic, advising, guidance, counseling and cultural enrichment services to 82 students. Our School Counseling faculty helped an undergraduate student develop and implement a tutoring program to assist students at Carter Community School in Durham. Our Educational Psychology faculty worked with the Juvenile Justice System, improving the educational program at Samarkand Youth Development Center in Moore County. Our Special Education faculty obtained a grant to work with low-performing schools in Martin and New Hanover counties on enhancing the adjustment of at-risk youth during the transition to middle school. Broad-based assistance to low-performing schools was provided by LEARN NC through hands-on workshops through the Principals' Executive Program, conducted for 70+ administrators from low-performing schools, on developing strategies for improving school performance. Our Literacy faculty conducted a statewide evaluation of the NC Reading Excellence Act Initiative, involving 16 low-performing and/or high poverty NC elementary schools. Our Pre-College Program of the Center for Mathematics and Science Education collaborated with three school districts, including Durham and its low-performing schools, serving more than 1,000 female and minority students through year-round, in-school and on-campus enrichment in math and science.

**G. Brief description of unit/institutional efforts to promote SBE priorities.**

1.1: Faculty received \$16M to study the acquisition of literacy by children from poor rural counties in North Carolina. Their findings will help support the development of appropriate standards and interventions for this population. Our evaluation specialists have been working with Smart Start and Head Start programs, assessing them and training them to evaluate their own work. 1.2 Measurement specialists have advised DPI on test construction. NSF funding is supporting research on Middle School students' achievement and experience under the new NCTE standards. 1.3 Undergraduate and M.Ed programs stress mathematics and literacy and differentiation of instruction to address student diversity. 1.4 Our High School Literacy Project works to support students' engagement in school. 1.5 We are introducing software to our Partnership schools that integrates basic skills in work setting simulations. 2.1 Our undergraduate and graduate teacher education programs have high standards and produce knowledgeable and creative teachers, supported with ongoing resources by LEARN NC. 2.2 We have a new special educator expertise in behavioral and emotional problems. He is working in Hoke County with their 4th and 5th grade teachers, and has just received a \$900,000 grant to work with low performing schools in Martin and New Hanover counties. A \$366,000 grant is funding the evaluation of a high school drug prevention program. 2.3 We are working with our partnership schools to address community relations and parent participation. 2.4 We are building a demonstration science classroom to model safe and adequate facilities. 3.1 We continue to develop programs to attract and retain new teachers and provide add-on licenses in hard to staff fields like ESL and BK. 3.4 We have just revised our MSA and Ed.D. programs to encourage more leadership and creativity from building principals and district superintendents. 3.5 Our M.Ed for Experienced Teachers, newly revised Schools Partnership and LEARN NC network continue to bring

relevant and stimulating professional development material to teachers. 4.1 We are building a professional development wing attached to the new Smith Middle School in Chapel Hill, where we will work with the Chapel Hill-Carrboro City School District, and sustain strong partnerships with at least 41 schools in CHCCS and in Durham, Orange and Chatham schools as well as at least 20 additional schools and 12 other school districts across the state. We work closely with the A+ schools, collaborating with local arts councils. A \$56,000 grant from the Department of Juvenile Justice and Delinquency Prevention is funding the design and evaluation of an educational program for female juvenile offenders. 5.1 We are integrating our administration, counseling and curriculum Ed.D. cohorts in our revised program to facilitate their understanding of systemic issues and their competence.

#### **H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).**

This year marked the realization of our goal to extend graduate study to a larger, more inclusive population of teachers. We put tremendous effort into training faculty to master the techniques of distance learning, bringing in three speakers funded by AT&T to share expertise with us. Our new instructional designer worked with Education faculty (and with our Arts and Science colleagues who offer courses in these programs) to design clear, accessible and engaging courses and modules, and we have hired a tenure-track professor with expertise in technology integration to run our M.Ed. program. We applied successfully for funding to support development of modules for our M.Ed. for Experienced Teachers, our off-campus MSA and our growing add-on licensure offerings. Development of our Carolina Teaching Network, the designation for our distance education offerings, has involved our entire School: faculty offering courses; graduate student teaching assistants; staff developing new enrollment and registration procedures; administrators planning, budgeting, and supervising the progress of course and program development. We have been thrilled with the enrolled teachers' reception of and response to these offerings. Our first literacy cohorts in Durham and Chatham have developed wonderful action research projects that extend through their programs. They study together and develop important ideas for their school's curriculum and instruction. Coincident with our development of the M.Ed. cohorts has been our reorganization of our PDS program to involve more schools and emphasize a project structure. We have seen an integration of the M.Ed, where some teachers work intensively for two and half years with our faculty, and our Research Triangle Schools Partnership projects. An example of this synergy took place this spring as M.Ed and RTSP literacy projects merged in presentations that teachers made to and for each other. Instead of struggling, as we have for many years, to sustain three separate efforts of graduate study, professional development, and school reform, we have, in our Carolina Teaching Network, a process that integrates them all. And this integration will continue to grow as we link it to our LEARN NC offerings, and funded research and service grants. We have initiated a mathematics and a science cohort, and there are others waiting in the wings. This effort, which provides a salary increment to participants, is directed toward encouraging the retention of accomplished teachers. With funding from the Jesse Ball Dupont Foundation, we are evaluating the success of this effort, and joining it to our efforts to diversify our undergraduate offerings to attract post baccalaureate students to become licensed. Licensure only programs have been developed by our Middle Grades and B-K programs so that mid-career adults can participate as well.

#### **Supplemental Information (Optional)**

##### **I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.**

Our students have consistently performed well on the NTE/Praxis examinations. During 2000-2001, our undergraduates had a 100% pass rate, and 98% of our master's students who needed the tests for licensure and took them, passed. We have taken the following steps to improve the NTE/Praxis performance of our students. In a Middle Grades course on "The Teaching Profession," students are required to write three papers during the fall semester following the rubrics used for the written portions of the Praxis exam and take at least two tests that are formatted by type and designed to reflect content of the Praxis professional knowledge test. Faculty members provide remedial help and extensive feedback, and send students who have particular difficulty on the

papers to the UNC-CH Writing Center, with a copy of the Praxis rubrics. Students in our Master of School Administration program take the ISLLC School Leaders Licensure Assessment in January. During the fall semester, faculty required MSA students to review the exam format, complete sample exercises, and attend a review session conducted by SDPI. At a workshop for pre-service teacher education candidates, faculty brought in public school teachers, former student teachers, and testing experts to inform the pre-service teachers about the NTE and Praxis exams. In curriculum meetings, faculty examined the NTE/Praxis test booklets and organized themselves to ensure that our students are prepared for the tests. Several of our faculty members have taken the NTE and Praxis exams themselves in order to familiarize themselves with the content and skills students need in order to perform well on the tests. Faculty and staff work to ensure that students and faculty are kept abreast of changing Praxis requirements and related State Board directives concerning testing.

**J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.**

1) In the undergraduate/MAT strand, our recruitment efforts resulted in a 15% increase in enrollment for the upcoming year (269 for 2001-02; 234 for 2000-01). We actively recruited students for the Teaching Fellows program admitting 60 students, including a large number of minority students. Our student services manager served as a General College advisor at the University to inform freshmen and sophomores about the teaching profession and professional education programs. An education course offered in general college to over 100 students provided tutoring opportunities in local schools, bringing students into the education major, as did our America Reads project. Our Middle Grades Education faculty organized multi-media presentations for a campus-wide group of undergraduates and a visiting group of high school students. Middle Grades faculty also worked with local middle schools to explore tutorial opportunities for undergraduate students hoping to establish an America Counts work-study, after-school math program to complement our America Reads Program. Our Middle Grades faculty worked with community colleges to implement a 2+2 program to facilitate transfer the University and to Middle Grades education. 2) At the graduate level, as a result of visits by our Deans to 12 school districts, we have admitted 111 teachers in 5 cohorts in Durham, Orange, and Chatham counties to our M. Ed. for Experienced Teachers, with 3 new cohorts planned for 2002-03 and 3 others to begin in 2003-04. Our off-campus MSA Program mailed publicity materials to over 100 individuals in Durham and Alamance Schools and hundreds of alumni in Orange and Durham followed by multiple recruitment sessions, resulting in the enrollment of 48 students in the off-campus and 32 students in our on-campus educational leadership graduate programs, and negotiations for a third cohort are nearly concluded. 3) We also recruited aggressively for our NC TEACH program, enrolling 30 new lateral entry students this past year and 44 for the upcoming year. Our Middle Grades program has recruited a cohort of lateral entry teachers to begin study in fall 2002. 4) Our Middle Grades faculty implemented a licensure-only admissions pathway and is recruiting licensure-only students to begin study this fall. The faculty made revisions to the basic structure of courses so that part-time students can complete this program, with only the student teaching semester requiring full-time enrollment. Our faculty also developed a B-K licensure-only program this year. 5) Our faculty has successfully recruited nearly 50 add-on licensure students this year (LD 12, Literacy 10, B-K 5, and ESL 20), plus the 130 ESL candidates served through our collaboration with Wake County.

**K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.**

The School of Education is deeply committed to increasing minority representation among teachers and special services personnel in the public schools of NC, and has initiated the following efforts to recruit a diverse student body. Our Teaching Fellows program invites minority regional finalists and their parents for a campus visit to learn more about the program at Carolina. Minority upperclassmen describe the experience of being a minority student at a predominantly white campus. The Willie Hall Kennedy \$5,000 Scholarship is awarded annually to a rising junior in education, with preference given to African-American students. Each year, 3-5 Smallwood Fellowships are given to first-year women doctoral students in educational leadership, a special effort to recruit more women into Educational Administration. We participate with the UNC-CH Office for Minority Recruitment in annual events for high school students, including Project Uplift for rising minority high school seniors, High School Honors Days for students and parents in the fall and spring, and Decision Days for

admitted students, who visit classes in their proposed major. In fall 2001, we sent a letter and brochure describing the teacher preparation program to every minority undergraduate at UNC-Chapel Hill. Each year we hold the Day of the Poet for high school students to support their literacy and introduce them to our programs. More than half of the 250 participants this year were minority students. The Pre-College Program of our Center for Mathematics and Science Education targets underrepresented students in grades 6-12, providing enrichment and encouragement for them to consider math and science careers, including teaching. Our Upward Bound Program targets underrepresented students, teaching them the skills and providing the motivation necessary for success in college and careers, including teaching. This program targets 7 high schools in 4 counties and enrolled 82 students. This year, all but one senior have been accepted to 4-year colleges, and the other will attend community college. We actively recruit minority undergraduate students as America Reads tutors, which frequently leads tutors to become interested in teaching as a career. Our faculty direct and participate as mentors in the Research Education Support (RES) Program for minority students and its summer program, the Summer PreGraduate Research Experience (SPRGE). An ESL grant, directed by one of our faculty, includes a component which seeks to recruit Hispanic mentors at the IHE level to keep high school students in school, encouraging mentors to consider the teaching profession when appropriate. As a result of these efforts, we have been able to recruit undergraduate minority students at a rate comparable to that of the University and graduate African American students at a rate double that of the University. In a recent analysis, we found that our entering junior class included 13.1% minority students, as compared with a 13.3% minority population among the eligible juniors (GPA of 2.5 or higher) in the University population at large at that time. In our 2001-02 graduate student population, the proportion of African American students was 14.8%, while the University's was 7.4% last fall.

**L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.**

Our faculty obtained grants of over \$23 million this year to fund new initiatives in research, evaluation, program development, training, and service. A \$16.5 million grant from National Institute of Child Health and Human Development funds a study of the biological, individual, family, work and community processes that lead to good or poor outcomes for rural children. A \$5,000 grant from UNC-Chapel Hill Junior Faculty Development funds the continuing investigation of civil rights history and transformative pedagogy. A \$3,000 grant from UNC-Chapel Hill University Research Council funds the investigation of factors that experienced middle school teachers consider important for success in middle school. A \$500 grant from Southern Association of Counselor Education and Supervision funds a study of model programs for inter-professional training of school counselors. Grants totaling \$953,000 from the U.S. Department of Education fund a collaboration to expand and strengthen the policy, practice, and research base of human services for young children with disabilities and their families; and, also fund 4 doctoral students for 4 years. A \$100,000 grant from Ford Foundation supports small research, policy papers, development projects, collaboration, and communication through listservs for the Leadership for Social Justice consortium. A \$77,550 grant from the NC Department of Corrections funds a study of transition training for incarcerated youth offenders. Grants totaling \$714,000 from Spencer Foundation fund studies of the marketing of the South and the education of African-Americans, as well as formative evaluation for the School Development Program. New and ongoing grants totaling \$1,566,229 fund evaluations of childcare initiatives, Smart Start, distance learning and other training programs. A \$350 grant from UNC-Chapel Hill Center for Teaching and Learning allows a faculty member to learn from other counselor educators who have courses online, purchase Web-related materials, and attend conferences on online instruction. Training grants totaling \$210,000 from D. D. Eisenhower Professional Development Program for Higher Education support professional development for teachers in science, mathematics, and technology. Grants totaling \$3.1 million from National Science Foundation fund a statewide program to support middle school mathematics teachers, and a study of learning, identity and peer processes in reform-oriented middle grades classrooms. Three \$8,000 grants from Jim and Jean Ueltschi support development of 3 service-learning courses for undergraduate students at UNC-CH. A \$2,000 grant from UNC-Chapel Hill Charles Williamson Committee to Promote Gay and Lesbian Studies funds a workshop for School Counseling students. A \$10,000 grant from UNC-Chapel Hill Faculty Information Technology Advisory Committee will buy equipment to videotape student teaching sessions in the School of Education and the Music Department.



## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	5
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	9
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	154
	Other	0	Other	0
	Total	10	Total	170
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	1
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	8
	Hispanic	2	Hispanic	4
	White, Not Hispanic Origin	33	White, Not Hispanic Origin	140
	Other	0	Other	0
	Total	35	Total	154



**B. Lateral Entry/Provisionally Licensed Teachers**

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Pre-kindergarten (B-K)	4	4	4
Elementary (K-6)			
Middle Grades (6-9)	22	22	22
Secondary (9-12)	30	30	28
Special Subject Areas (K-12)	24	24	24
Exceptional Children (K-12)	3	3	3
Vocational Education (7-12)			
Special Service Personnel (K-12)	62	62	62
Other			
Total	145	145	143
Comment or Explanation: Chart B Comment: Secondary (9-12) and Middle Grades (6-9) figures include NC TEACHERs, cohorts I and II, who are candidates for licensure through lateral entry. Special Subjects (K-12) figures include two groups: NC TEACHERs who are candidates for licensure as foreign language teachers and provisionally licensed teachers who are enrolled in our ESL add-on program. In addition, many other teachers have enrolled in our ESL, LD, and Reading add-on programs because they wish to acquire additional skills to help their students learn, not because they currently hold provisional licenses in these areas. For example, and additional fifty teachers are enrolled in our ESL program and ten additional teachers are enrolled in our LD program. Special Service Personnel (K-12) figures reflect the number of new lateral entry School Social Workers who requested and were issued programs of study that lead to licensure and how many were enrolled in required classes at UNC-Chapel Hill during the report period. All total, we provided assistance to 68 lateral-entry School Social Workers by issuing plans for initial or provisional licenses and/or recommending full or clear licensure for School Social Workers who had completed previously prescribed requirements and applied to update their licenses.			

**C. Quality of students admitted to programs during report year.**

	<b>Baccalaureate</b>
MEAN PPST-R	182
MEAN PPST-W	179
MEAN PPST-M	183
MEAN CBT-R	332
MEAN CBT-W	325
MEAN CBT-M	327
MEAN GPA	3.17
Comment or Explanation	

**D. Program Completers (reported by IHE).**

<b>Program Area</b>	<b>Baccalaureate Degree</b>		<b>Undergraduate Licensure Only</b>	
<b>N= #Completing NC=# Licensed in NC</b>	<b>N</b>	<b>NC</b>	<b>N</b>	<b>NC</b>
Pre-kindergarten (B-K)	15	14	0	0
Elementary (K-6)	44	29	0	0
Middle Grades (6-9)	24	14	3	2
Secondary (9-12)	0	0	8	3
Special Subject Areas (K-12)	2	1	13	9
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
<b>Total</b>	<b>85</b>	<b>58</b>	<b>24</b>	<b>14</b>
Comment or Explanation:				

**E. Scores of student teachers on professional and content area examinations.**

	<b>2000 - 2001 Student Teacher Licensure Pass Rate</b>	
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
ESL	3	*
Elementary Education	44	100
English	14	93
French	2	*
German	1	*
MG-Lang Arts	5	100
MG-Math	3	*
MG-Science	1	*
MG-Social Studies	1	*
Math (9-12)	3	*
Music	4	100
Science (9-12)	12	100
Science (9-12) II	4	100
Social Studies (9-12)	17	100
Spanish	3	*
School Summary	117	98
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

**F. Time from admission into professional education program until program completion.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	0	72	2	0	0	0
U Licensure Only	0	0	0	0	0	0
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	23	0	0	0	0	0
Comment or Explanation:						

**G. Undergraduate program completers in NC Schools within one year of program completion.**

<b>2000-2001</b>	<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	122	91	61

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2001 – 2002**

LEA	Number of Teachers
Wake	459
Durham Public	290
Charlotte-Mecklenburg	267
Chapel Hill-Carborro City	213
Guilford	176
Forsyth	171
Alamance-Burlington	98
Cumberland	90
Orange	88
New Hanover	69

**I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

Satisfaction with...	Program Completers	Employer	Mentor
the quality of the teacher education program.	3.38	3.57	3.59
the ability to effectively manage the classroom.	3.27	3.33	3.27
the ability to use technology to enhance learning.	3	3.27	3.44
the ability to address the needs of diverse learners.	3.27	3.27	3.37
the ability to deliver curriculum content through a variety of instructional approaches.	3.62	3.47	3.56
Number of Surveys Received.	26	30	41
Number of Surveys Mailed.	74	74	74

**Table III. Teacher Education Faculty**

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
58	12	13

## **IHE Graduate Performance Report**

### **UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

2001-2002

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#### **Overview of Master's Program**

In addition to the MSA for school administrators, we offer master's programs to prepare secondary teachers, school counselors, and school psychologists, and a master's program specifically designed for experienced teachers. In all, 225 students were enrolled in these master's programs this year. Our Master's of Arts in Teaching program to prepare secondary teachers drew 68 students from 27 different colleges and universities around the country this year, with about one-third of its enrollment from UNC-Chapel Hill. With the addition of two new courses designed to meet advanced competencies, this 12-month, full-time MAT program gained approval from the State Department of Public Instruction for our graduates to receive the 10% salary increment for master's students. Our M.Ed. in School Counseling is a 2-year, full-time program that prepares students to practice in elementary, middle, and high schools. This program accepts approximately 12 new students each year, and is accredited by the Council for Accreditation of Counseling and Related Educational programs. Our M.Ed. and M. A. programs in School Psychology are 3-year, full-time programs consisting of two years of course work and one year of internship. They are accredited by the National Council for Accreditation of Teacher Education and the National Association of School Psychologists. Students may elect to receive an M.A. or M.Ed. (The M.A. requires a thesis). The School Psychology master's programs accept approximately 12 new students each year and prepare their graduates to work in schools and related educational agencies. Graduates are eligible for psychological and educational licensing in NC. Our M.Ed. Program for Experienced Teachers is a 31-hour, part-time, field-based program which has been specifically designed to meet the needs of practicing teachers. Students participate in this program in cohorts of about 25 students each, with teachers who work together studying together. Students complete their 31 hours of course work over three summers and two academic years. Graduates of the M.Ed. Program for Experienced Teachers are eligible for a 10% increase in base salary. The first three cohorts of students will graduate in summer 2003. Two new cohorts were implemented this year: a K-8 Durham math education cohort and a K-8 science education cohort. Three new cohorts will be added during spring or summer 2003: social studies education, literacy, and secondary math education. Another new cohort—arts integration—is in the planning stage.

#### **Special Features of Master's Program**

A special feature of our master's programming is the cohort-based, off-campus M.Ed. program that is offered to experienced teachers. This program, launched in 2001, grew out of conversations initiated by our Dean with Superintendents of 12 nearby school systems. Practicing teachers expressed great interest in furthering their education by taking graduate course work but were unable to stop working to attend graduate school full-time. Our faculty designed this program to be accessible to practicing teachers. The program combines some face-to-face instruction with Internet-based instruction, with at least 50% of the course instruction conducted over the Internet. The course work is offered after school and in the summers at times when practicing teachers can participate. Teachers participate in the program in cohorts of about 25 students each, with teachers who work in the same school district studying together in the same cohort. Our faculty and area superintendents work together to identify areas of interest among teachers. The growth of this program is an indication of the high level of interest among teachers in pursuing graduate education: The first three cohorts began in 2001; two more were added in 2002; three more will be added during 2003, and another is already in the planning stages. Comments from teachers currently enrolled in this program indicate that this program provides them with an opportunity they have long desired and an experience that enriches, extends, and renews them as teaching professionals.

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	2
	Asian/Pacific Islander	4	Asian/Pacific Islander	6
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	20
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	47	White, Not Hispanic Origin	174
	Other	0	Other	0
	Total	56	Total	203
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	46
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	32	White, Not Hispanic Origin	149
	Other	0	Other	0
	Total	38	Total	200
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	17
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	53
	Other	0	Other	0
	Total	10	Total	72



**B. Quality of students admitted to programs during report year.**

	<b>Masters</b>
MEAN GPA	3.44
MEAN MAT	45
MEAN GRE	1110
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
Comment or Explanation:	

**C. Program Completers (reported by IHE).**

<b>Program Area</b>	<b>Masters Degree</b>		<b>Graduate Licensure Only</b>	
<b>N= #Completing NC=# Licensed in NC</b>	<b>N</b>	<b>NC</b>	<b>N</b>	<b>NC</b>
Pre-kindergarten (B-K)	3	0	0	0
Elementary (K-6)	1	0	0	0
Middle Grades (6-9)	1	0	0	0
Secondary (9-12)	55	39	0	0
Special Subject Areas (K-12)	33	19	2	1
Exceptional Children (K-12)	2	1	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	77	30	28	2
Total	172	89	30	3
Comment or Explanation:				

**D. Scores of program completers on professional and content area examinations.**

	<b>2000 - 2001 Program Completers Licensure Pass Rate</b>	
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
English	14	93
French	1	*
German	1	*
Math (9-12)	3	*
Music	3	*
School Summary	40	95
Science (9-12)	15	100
Spanish	3	*
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

**E. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>
the quality of the Graduate Program.	3.56	3.92
the ability to connect subject matter and learner's needs.	3.69	3.57
the ability to implement research-based approaches in the education profession.	3.5	3.43
the ability to assume leadership roles in school and the education profession.	3.31	3.57
the ability to facilitate learning for diverse students	3.63	3.64
the ability to engage in continuous professional development.	3.56	3.57
Number of Surveys Received.	16	14
Number of Surveys Mailed.	76	76



# **IHE School Administration Performance Report**

## **UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

2001-2002

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### **Overview of Master's of School Administration Program**

The MSA (Master of School Administration) was redesigned in 2001-02. The MSA prepares individuals to lead schools and other educational organizations and includes three dimensions: (1) Awareness (acquiring concepts, information, definitions, and procedures); (2) understanding (interpreting knowledge to school environments, integrating concepts with practice, and using knowledge and skills in context; and (3) capability (applying knowledge and skills to specific problems of practice). The focus of study is the school. The program intends not only to prepare administrators for elementary, middle, and secondary schools, but also to model an exemplary approach to professional preparation for educational leadership. The MSA requires 42 credits hours of study including 30 hours in the major (with a concentration in curriculum and instruction) and 12 hours in a field-based internship and internship seminar. Full-time students complete 15 hours of course work per semester and a minimum of 10 enhancement activities in the first academic year. In Year 2, students complete a comprehensive, structured internship and a yearlong seminar that integrates these internship experiences. The full-time, on-campus programs currently has 32 students. The Off-Campus MSA program has been designed to accommodate practicing educators unable to stop working to pursue their professional goal of becoming school-site administrators. The Off-Campus MSA includes the same courses as its on-campus counterpart, but is scheduled around the students' regular work commitments to facilitate their attendance and engagement. It also utilizes face-to-face sessions at locations convenient to the students' regular work places and a variety of online activities that students can access from their homes or from the schools in which they work. The Off-Campus program is cohort-based. Cohorts I (n=23) and II (n=25) are composed of educators from Durham, Orange, and Wake counties. It is anticipated that Cohort III primarily will be composed primarily of individuals who work in the Alamance-Burlington School System (n=20).

### **Special Features of the Master's of School Administration Program**

**The Conceptual Framework for the Program.** The conceptual framework for the MSA is comprised of three emerging strands: (1) academic excellence; (2) equity; and (3) social justice. Academic excellence represents the commitment of the faculty towards technical competence in knowledge and skills traditionally affiliated with the principalship and the superintendency. Equity is concerned with understanding and creating opportunities for learning of all students by dealing with issues of context and achievement. Understanding equity means bridging the gap between the work of schools and what they do in the larger social context. Equity issues deal with discrepancies in the larger social order and how they are reflected in school routines and procedures. Social justice is the activist strand in educational leadership. Its presence signals that the curriculum focuses on producing an activist who works to change inequitable social conditions inside and outside the schools. **The Internship.** Each MSA student, during the second year, completes a 10-month internship in a public educational setting, typically as an assistant principal intern. The internship is a culminating experience in the preparation of building-based school administrators. It is a comprehensive and well supervised experience through which MSA students integrate their knowledge base and applied skills of educational administration in promoting positive educational practices. Generally, MSA students are present at the internship site four days per week (Monday, Tuesday, Thursday, and Friday). On Wednesdays, interns participate in a yearlong reflective seminar that complements the field activity. **The Off-Campus Program.** The Off-Campus MSA program has two distinctive features. First, the program is cohort-based, drawing the students from each cohort from 1-2 NC school districts. As cohorts, students identify authentic problems in their home districts and work together to plan and implement solutions. Thus instead of discussing contrived problems or issues that are problems in other districts, these students immediately get to work on the problems of their own districts. Second, the off-campus nature of the program provides accessibility to working practitioners by offering courses at sites within a cohort's home district and enhancing coursework through online activities.

## **Service to Public Schools**

The six MSA faculty have provided a wide variety of service to the public schools of NC and to school systems in other states. In NC the faculty have: worked with the Charlotte-Mecklenburg Schools on computer assisted instruction in math; partnered with the Chapel-Hill-Carrboro City Schools (CHCCS) on the development of Smith Middle School; served as site evaluator for the NC Charter Schools (SDPI); been a member of the Professional Development Schools Steering Committee for McDougle Middle School (CHCCS); been a Council Member of the NC Professors of Educational Leadership; worked in the CHCCS on issues of curriculum alignment and the achievement gap; compiled data and made policy recommendations in collaboration with the NC State Superintendent, Mike Ward; facilitated a team building faculty retreat for the staff of McDougle Elementary School, CHCCS; served as the School of Education representative on the governance planning committee for the new Smith Middle School; facilitated a workshop for Title I elementary school principals in the Durham Schools; and served as director of an Administrators' Forum for Chatham County Schools.

## **Support for Beginning Administrators**

Our MSA Program supports beginning administrators by making its master's degree program accessible to them off-campus and on a flexible schedule, thus enabling them to pursue graduate study while continuing their careers. The district-based cohort structure of both the on-campus and off-campus MSA program provides a network of professional support that permits fledging administrators to work together to impact change in their district. In addition, MSA professors support beginning school administrators by working with them closely as they seek their first administrative positions and providing initial guidance about what prospects look best. The informal counseling often continues after the initial placement, as MSA professors informally serve as mentors during the early stages of the beginning administrator's career. Other forms of support for beginning administrators are provided through our Research Triangle Schools Partnership (RTSP). Principals and assistant principals served on the Coordinating Teams of the six RTSP projects this year, participating in planning meetings and gaining ideas from one another as well as from other members of the Coordinating Teams on ways to strengthen these projects in particular and their schools more broadly. One of our MSA faculty members served as coordinator and facilitator of an Administrators' Forum in Chatham County Schools this year, convening regular meetings of administrators in Chatham County to discuss issues and challenges and consider ways of addressing them. Another MSA faculty member met throughout the year with three administrators who were enrolled in our off-campus MSA, discussing with them the situation at their high school and helping them to develop strategies for ways they could improve the climate in the school and exert leadership for school improvement.

## **Support for Career Administrators**

The MSA faculty is currently working on developing a doctoral degree to be offered off-campus in order to facilitate further study by career administrators. It will be offered on a part-time basis so that career administrators can continue working while pursuing doctoral studies. Our MSA faculty members work closely with experienced administrators as they place students in their internships. This interaction provides the basis for career counseling and reflection. Many of these administrators return to UNC to pursue doctoral work. Others grow professionally by continuing to serve as mentors to aspiring interns through the years. Our MSA faculty also provide in-service professional development to career administrators. This year, for example, one of our faculty members conducted workshops for the principals of the Title I elementary schools in Durham on how to deal with teacher resistance to change. LEARN NC supports career administrators by presenting workshops throughout the year in conjunction with the Principals Executive Program at the Center for School Leadership. LEARN also made presentations at the Superintendents' Summer Conference last year and this year, at an SDPI conference for high school administrators, and at a series of eight regional meetings of the NC School Boards Association. Our School also supports career administrators through the Smallwood Dialogue Series, which brings nationally known experts to campus to speak on issues facing administrators, particularly women. This year, for example, our Smallwood Fellows Leadership Program hosted two events for administrators. In the fall, Dr. Nel Noddings, Professor Emeritus of Child Education at Stanford University, spoke to 100 participants on accountability and how to build successful schools. In the spring, a panel of women superintendents, school board members, and other educational leaders led an interchange on the process of searching for school leaders, identifying hurdles and concerns. Educational leaders throughout our region and beyond are invited to participate in these sessions.

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	11
	Other	0	Other	0
	Total	10	Total	12
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	16
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	16
	Other	0	Other	0
	Total	13	Total	34

### B. Quality of students admitted to programs during report year.

	Masters
MEAN GPA	3.32
MEAN MAT	45
MEAN GRE	1044
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
Comment or Explanation:	

### C. Scores of school administrators on the SLLA.

Specialty Area/Professional Knowledge	2000 - 2001 School Administrator Licensure Pass Rate	
	Number Taking Test	Percent Passing
School Summary-Principal	20	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

**D. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

Satisfaction with...	Program Completers	Employer
the quality of the MSA Graduate Program.	3.2	3.9
the preparation to use technology to support the instructional program.	3.3	3.6
the preparation in instructional leadership.	3.2	3.6
the preparation to assist teachers in meeting the needs of diverse learners.	3	3.4
Number of Surveys Received.	10	10
Number of Surveys Mailed.	19	19



# **UNC – Charlotte**

**2001 - 2002**





# **IHE Bachelor's Performance Report**

## **UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE**

2001-2002

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### **Overview of the Institution**

Energetic, responsive, fast-growing, diverse, and effective are adjectives that describe the University of North Carolina at Charlotte. As the fourth largest of the 16 campuses of the University of North Carolina, UNC Charlotte has 19,000 students enrolled at the bachelors, post-baccalaureate, masters, and doctoral levels. UNC Charlotte is a doctoral, research-intensive institution. The University is dedicated to excellence in teaching, practical research, and expert public service. The primary commitment of UNC Charlotte is to extend educational opportunities to ensure success for qualified students of diverse backgrounds through informed programs offered through colleges of Architecture, Arts and Sciences, Business Administration, Education, Engineering, Health and Human Services, and Information Technology, and through programs and services designed to support students' intellectual and personal development. In the SACS continuing accreditation visit in 2002, UNC Charlotte was recommended for a commendation in institutional effectiveness. UNC Charlotte focuses interdisciplinary resources to address seven broad areas of concern to the region comprising the ten North Carolina and three South Carolina counties that surround Charlotte: Liberal Education; Business and Finance; Urban and Regional Development; Children, Families, and Schools; Health Care and Health Policy; International Understanding and Involvement; and Applied Sciences and Technologies. UNC Charlotte had its beginnings in the years immediately following World War II as a night school for returning veterans and became part of the UNC system in 1965. While in its early years, UNC Charlotte served a largely non-traditional, adult, commuting student population, there has been a remarkable transformation in recent years. While non-traditional, diverse students continue to be an important part of the UNC Charlotte student body, our undergraduate students now more closely mirror traditional undergraduates in age, full-time status, and residential status. The University is developing strong programs, including Freshman Learning Communities, to respond to this population. With the passage of the University bonds in 2002, UNC Charlotte, one of the fastest growing campuses in the UNC system, embarked on an ambitious building program to construct seven new academic buildings, including a new College of Education building.

### **Special Characteristics**

The location of UNC Charlotte in the State's largest metropolitan region of 1.5 million residents confers upon this institution distinctive responsibilities within the University of North Carolina. One of our most important functions is to serve as a regional resource for helping address the challenges in urban schools. Our diverse student body reflects the diversity of the regions, with African-American students comprising 16.5% of the student population and over 600 international students enrolled in University programs. The College has a strong partnership with the 14 school districts which make up the Southwest Education Alliance (SWEA); the headquarters of the SWEA is located in the College of Education. UNC Charlotte is located within the bounds of Charlotte-Mecklenburg Schools, the nation's 23rd largest school system, with an enrollment of 112,000 pupils and is contiguous to Union County, identified as the fastest growing county in the state. Teacher retention challenges are a particular concern in this region of the state, and the College provides a leadership role in teacher retention initiatives. The themes of responding to diverse learner needs, cultural competence, and urban education are infused in our professional preparation programs. The College enrolls more than 3000 students in undergraduate and graduate licensure programs. The College hosts vibrant Teaching Fellows and Principal Fellows programs and is home to one of six math and science education centers in the state. Our professional preparation programs are NCATE accredited and DPI-approved; the M.A. in Counseling is CACREP accredited.

## **Program Areas and Levels Offered**

Undergraduate majors in the College of Education are Child and Family Development (including a track for Birth-Kindergarten licensure); Elementary Education; Middle Grades Education (with concentration in language arts/communication skills; mathematics; science; social studies); Special Education (mental disabilities). Additionally, students at UNC Charlotte may prepare for careers in secondary education by majoring in programs in the College of Arts and Sciences and completing professional education requirements in the College of Education. Secondary education programs include English, History, Comprehensive Social Studies, Math, Biology, Chemistry, Earth Sciences, Physics, and Comprehensive Science. Similarly, students at UNC Charlotte may prepare for careers as teachers in art education, dance education, music education, theatre arts education, and foreign languages education (French, German, Spanish) by majoring in the appropriate discipline in the College of Arts and Sciences and completing professional education requirements in the College of Education. Graduate programs are as follows: M.Ed. in Child and Family Studies; Early Education; M.Ed. in Elementary Education; M.Ed. in Middle/Secondary Education; M.A. in English Education; M.A. in Mathematics Education; M.Ed. in Special Education (with specializations in mental disabilities, behavioral-emotional disabilities, severe-profound disabilities, cross-categorical disabilities, and academically gifted); M.Ed. in Reading Education; M.Ed. in Teaching English as a Second Language; M.Ed. in Instructional Systems Technology; M.A. in Counseling; M.Ed. in Curriculum and Supervision and M.S.A. in School Administration. New this year is the Master of Arts in Teaching, designed as a graduate-level route to teacher licensure for second career professionals; the MAT offers teacher preparation in the following fields: elementary education, middle grades education (math, English/ language arts, science, or social studies), secondary education (comprehensive science, biology, chemistry, earth science, physics, math, English, History, comprehensive social studies), special education (mental disabilities, learning disabilities, behavioral emotional disabilities, or severe disabilities), art education, dance education, music education, theatre education, French, German. The College offers three doctoral programs: Ed.D. in Educational Leadership; Ph.D. in Counseling; Ph.D. in Special Education. We have received from the UNC Board of Governors permission to plan a 4th doctoral program: Ph.D. in Curriculum and Instruction.

## **I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES**

### **A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g., Professional Development Schools, etc.).**

UNC Charlotte has five intentional structures to link public schools and the University: the Office of Educational Outreach; the Southwest Education Alliance; the University-Schools Teacher Education Partnerships; the Center for Mathematics, Science, and Technology Education; and the Charlotte-Mecklenburg Schools/ UNC Charlotte Leadership Collaborative. UNC Charlotte employs a Director of Educational Outreach to implement collaborative activities; major projects included the Child and Family Development Conference (500 participants) and the Safe Schools Conference (150 participants). UNC Charlotte is headquarters for the Southwest Education Alliance and sponsors professional development activities and teacher recruitment for the 14 school systems in the Alliance. Job-alike groups (e.g., Superintendents of Schools, Human Resources Directors) from the 14 school systems are convened monthly on campus. We co-sponsored the Showcasing Best Practices conference at the Charlotte convention center in January, with 1100 participants. Teacher education efforts are guided by University-School Teacher Education Partnerships. The annual U-STEP Conference for university and public school faculty showcased collaborative research projects (200 participants). We have 6 Professional Development/ Partner Schools. Major Professional Development School efforts this year focused on balanced literacy, lateral entry teachers, middle grades science, "kinder" training for preschool children, National Board Certification prep institute, and beginning teacher induction. Two teachers-in-residence, on leave from their districts, participated in College instruction and outreach. Over \$40,000 was awarded in stipends to 200 cooperating teachers/ clinical instructors who supervised students' field experiences in public schools.



Public school professionals served on search committees and curriculum committees. The Center for Mathematics, Science, and Technology Education sponsored the Summer Ventures program for 68 talented high school students, the Pre-college Program to stimulate interest in science/ math careers for 161 middle/ high school students, and the statewide MSEN Day, a competition in math, science, and technology for 400 students. Twenty-three summer camps for K-12 students were held on campus (846 participants); e.g., "Math CAMMP," "Harry Potter's World," "Acting and Stagecraft," and "Robotics Camp." The UNC Charlotte/ Charlotte-Mecklenburg Schools Leadership Collaborative met quarterly on issues of mutual concern: this year we helped establish the Charlotte P-16 Education/ Business Collaborative to scale up and sustain school reform efforts.

### **List of Schools with whom the Institution has collaborative activities.**

UNC Charlotte is headquarters for the Southwest Education Alliance, a professional development collaborative, and works intensely with the following school systems: Cabarrus County, Charlotte-Mecklenburg, Cleveland County, Gaston County, Kannapolis City, Kings Mountain City, Lincoln County, Mooresville City, Newton-Conover City, Rowan-Salisbury, Scotland County, Shelby City, Stanly County, and Union County. Partnership schools (Professional Development Schools) are these: Concord Middle School (Cabarrus County), Randolph Middle School (CMS), Thompson Child Development Center (Charlotte), Berryhill Elementary (CMS), David Cox Road Elementary (CMS), and University Meadows Elementary (CMS). Partnerships that include multiple schools/ school systems are as follows: Cabarrus County, Kannapolis City, and Charlotte-Mecklenburg Schools (preparation for National Board Certification), Gaston County (science instruction at the middle grades level), and the West Mecklenburg Feeder Area in Charlotte-Mecklenburg Schools for the Collaborating for Educational Reform Initiative (funded by the Ford Foundation): West Mecklenburg High School, Allenbrook Elementary, Oakdale Elementary, Paw Creek Elementary, Pawtuckett Elementary, Thomasboro Elementary, Tuckaseegee Elementary, Westerly Hills Elementary, Coulwood Middle, Wilson Middle, and West Mecklenburg High. UNC Charlotte awarded grants for collaborative research between university faculty and public school personnel to the following schools: North Belmont Elementary (Gaston County), Wayside Elementary (Iredell-Statesville), Community Charter School (Charlotte), Concord Middle (Cabarrus County), Randolph Middle (CMS), Philip O. Berry Academy of Technology (CMS), Pumpkin Center Elementary (Lincoln County), Shady Brook Elementary (Kannapolis City), Rankin Elementary (Gaston county), and James Love Elementary (Shelby City). Faculty are conducting research to prevent reading and behavior problems in K-3 settings through a major federal grant Behavior and Reading Improvement Center at the following six Charlotte-Mecklenburg Schools: Idlewild Elementary; Montclair Elementary; Piney Grove Elementary; Thomasboro Elementary; Albemarle Road Elementary; and Druid Hills Elementary. Graduate classes for M.Ed. degrees were delivered to the following Charlotte-Mecklenburg Schools sites: Thomasboro Elementary; Collinswood Elementary; Albemarle Road Middle; Eastway Middle; Garinger High School. The M.Ed. in Elementary Education was delivered to cohort groups in Lincoln, Anson, and Cabarrus Counties via distance education. Formal collaborative agreements with the following school systems led to the placement of 203 student teachers and yearlong interns in the following school systems: Cabarrus, Cleveland, Charlotte-Mecklenburg, Gaston, Iredell-Statesville, Kannapolis City, Kings Mountain City, Lincoln, Mooresville City, Rowan-Salisbury, Shelby City, Stanly, and Union.

### **B. Brief Summary of faculty service to the public schools.**

UNC Charlotte faculty documented 9933.4 hours of service to public schools, serving 155,204 students and 27,717 educators. Seventy-three faculty members provided documentation of service to schools, with representation from all seven colleges (e.g., Engineering, Nursing) of the University of North Carolina at Charlotte; these faculty reported a total of 474 service activities to schools. Here are some examples. Four Geography faculty provided two workshops for 100 teachers on integrating geography into the curriculum. Two faculty provided a New Teacher Orientation for 36 teachers in Anson County. One faculty member participated in 3 days of Open Court training in order to better prepare/ support student teachers in working with the new text adoption in Charlotte-Mecklenburg. Two faculty members served on School Improvement Teams in Cabarrus County (Harrisburg Elementary) and Charlotte-Mecklenburg (Villa

Heights Elementary). Five faculty members provided evaluations of Comprehensive School Reform grants in Mecklenburg County. Thirty hours of hands-on science activities were provided by biology faculty members through Project Wet, Aquatic Wild, and Project Learning Tree. "Integrating Literacy and Math" workshops, through Project LINCS, for 90 teachers were provided by three faculty members. Faculty who developed the NC Alternative Assessment Portfolio as part of a US Department of Education National Model Grant devoted 144 hours to visit 27 teachers to enhance the teachers' skills in improving student achievement for students with disabilities. One faculty member devoted 400 hours to the Bruns Avenue German Immersion School in Charlotte-Mecklenburg in staff development and orientation to American schools/ classrooms for teacher assistants newly arrived from Germany. A faculty member served on the selection committee for the Ben Craig "Teacher of the Year" award. The College of Nursing faculty provided a Health Fair for the Charlotte-Mecklenburg students enrolled in the TAPS (teenage parents) program. Seven faculty served on panels to evaluate Senior Exit Projects for Charlotte-Mecklenburg Schools. A faculty member served on the Gaston County Ready for School Task Force. A faculty member worked with 16 Iredell-Statesville teachers on the collaborative lesson study project. More than 300 teachers in Lincoln county were supported in electronic multimedia portfolio techniques to measure student achievement. A faculty member provided a workshop for Central Office Personnel in Lincoln County on how to use the Statistical Package for the Social Sciences and to analyze school data. A Teaching English as a Second Language faculty member provided 40 hours of volunteer service to a second grade class in a dual language program. An Educational Leadership faculty member worked with 80 Union County administrators on staff development. A Department of History faculty member coordinated a multidistrict National History Day competition for 1600 students.

### **C. Brief description of unit/institutional programs designed to support beginning teachers.**

UNC Charlotte has provided extensive support for Initially Licensed Teachers and their mentors: Six faculty trained 50 teachers in Rowan-Salisbury Schools to be Product Assessors for the Performance-Based Licensure process; provided yearlong support to 40 ILTs in Cabarrus County who were preparing their PBL products this year; provided similar assistance to 38 beginning teachers in Anson County and 15 teachers in Charlotte-Mecklenburg Schools; and served on the Cabarrus County's Mentoring Board (offering tangible support to Cabarrus County ILTs and mentors through August orientation, monthly meetings, and PBL support.) Five faculty provided 21 days of service as PBL product assessors, and evaluated 73 products on those days. Faculty helped set up the two Scoring Centers in Southwest North Carolina last summer. Workshops were held for beginning teachers in the region (20 participants each): "Surviving the First Year: Grade 3"; "Surviving the First Year: Grade 4;" and "Surviving the First Year: Grade 5." Extended workshops on Mentoring Beginning Teachers helped 241 career teachers develop skill in mentoring beginning and PBL teachers. Skill development included: communication, PBL product, conferencing and coaching, and teacher induction. A reflective writing workshop was held for 75 ILTs. Training was provided for 129 mentors on "TPAI Update," presenting revised indicators of TPAI (Teacher Performance Appraisal Instrument) and correlation to INTASC and state standards. Partnerships with four Professional Development Schools (David Cox Road, University Meadows, Berryhill, and Blythe Elementaries in Charlotte-Mecklenburg) focused on new teacher induction. First- and third-year teachers benefited from individual conferences/ work sessions and support, while second-year teachers participated in a series of four workshops to assist them in completion of the North Carolina performance-based licensure requirement. The PDS partnerships produced a directory of telephone numbers and email addresses of all teachers in their first three years of teaching to support the professional linkage of beginning teachers across all partnership schools. Beginning teacher alumni returned to campus to provide peer assistance to preservice teachers through the NC Teaching Fellows Program and the student chapter of the National Education Association. Monthly Saturday workshops were held for follow-up support for NC TEACH candidates in their first year of teaching (36). UNC Charlotte worked with the Collaborating for Educational Reform Initiative to provide full-time mentors to ten high need schools in the West Mecklenburg Feeder Area (Charlotte-Mecklenburg), drawing on the Santa Cruz mentoring model with a 1:15 ratio of full-time mentors to beginning teachers. The College of Education hosted the annual First Year Teacher Alumni Event in January for feedback, support, and fellowship for 33 teachers.

#### **D. Brief description of unit/institutional efforts to serve lateral entry teachers.**

New in 2001-2002! Streamlined, rigorous fast-track graduate-level routes to initial and advanced teacher licensure are offered at UNC Charlotte through the Master of Arts in Teaching, enrolling over 400 lateral entry teachers among the 1200 post-baccalaureate students working toward teacher licensure. The MAT webpage (<http://education.uncc.edu/mat>) offers clear, precise information for this program of study; we have had 7600 hits on the webpage in recent weeks. The new MAT replaces old post-baccalaureate programs; current and prospective lateral entry teachers have been guided to this powerful new program through an email alert to 1700 students, more than 300 letters with personalized analyses of how to make the transition, and both telephone and face-to-face advising appointments. A Lateral Entry Teacher Advisor provides specific guidance for current and prospective students. Fast-track coursework for the initial license, scheduled in the evenings and on weekends, is offered in elementary education, special education, middle grades education, secondary education (comprehensive science, biology, chemistry, earth science, physics, math, English, history/social studies), art, dance, music, theatre, French, German, and Spanish. The College instituted a 5-week professional educators' summer term to better meet the needs of lateral entry teachers; the term served 108 teachers. The College works collaboratively with the Alternative Licensing Center to develop course matrices and provide accessible coursework to lateral entry teachers. UNC Charlotte faculty members led 257 lateral entry teachers in Praxis II Test Preparation workshops in 7 different teaching fields. UNC Charlotte provided technology competencies training for 300 lateral entry teachers. A job fair in May helped 209 lateral entry teachers find employment. Distance education courses, via interactive video, provided special education licensure coursework to 303 lateral entry teachers from the following school systems: Gaston, Rowan-Salisbury, Statesville-Iredell, Union County, Lincoln, and Charlotte-Mecklenburg. Our first 100% online licensure course served 55 lateral entry teachers. 44 lateral entry minority teachers received full tuition through a federal grant that recruits minority students into special education. 18 teacher assistants with degrees in non-education areas obtained sufficient coursework to obtain lateral entry positions through another federal grant that provided full tuition and text support; they will be supported until they complete licensure requirements. 18 middle grades lateral entry teachers in Charlotte-Mecklenburg Schools were paired with partner National Board Certified Teachers for professional support through UNC Charlotte's leadership in the Ford Foundation's educational reform initiative in the West Mecklenburg Feeder Area. UNC Charlotte, an NC TEACH site, prepared 63 second-career professionals in June to take lateral entry teaching positions and offered Saturday follow-up class work and mentoring to 36 NC TEACH candidates from June 2001. For Charlotte-Mecklenburg's Pre-K program, we offered Birth-Kindergarten licensure coursework at CMS sites for 101 lateral entry teachers.

#### **E. Brief description of unit/institutional programs designed to support career teachers.**

341 UNC Charlotte alumni have achieved National Board Certification, one of the highest totals in the nation. This strong showing is linked to powerful efforts to support National Board Certification. This year 36 music teachers, 18 foreign language teachers, and 30 special education teachers were coached by UNC Charlotte faculty to National Board Certification. Three of our faculty served on three different committees in Washington to rewrite the National Board Standards. Faculty collected data from 250 career teachers on the NBPTS process to determine status and conditions for increasing minority success on National Board Certification. The College hosted a Celebration this spring to honor the 200+ teachers who recently achieved National Board Certification from the 15 LEAs in our region. Technology workshops were provided for career teachers (number in parentheses): homework webpage for 6th and 7th grade teachers in Stanly County (200), "Laptop in Schools" (50), ZoneAlarm downloading and installation training (100), and "Integrate" tutorial workshop (100). In addition, 60 teachers in Richmond County participated in a "Trails" project to implement technology into the core curriculum and 200 additional teachers participated in 7 in-service workshops on software training and integration in the classroom. UNC Charlotte has one of the largest AP Institute programs in the nation; this year AP Institutes were provided in Biology, Chemistry, Calculus, Environmental Science, Statistics, Computer Science, English Language and Composition, World History, Human Geography, Psychology, U.S. History, and U.S. Government, serving a total of 410 teachers. The Center for Mathematics, Science, and Technology Education held 19

professional development workshops, serving 305 teachers. Thirty-nine teachers participated in our "Schools and Culture" Summer Institute in The Netherlands. Two workshops were provided to over 40 Principals/ Assistant Principals on the NC Experienced Teacher Evaluation Instrument. Cooperating teachers (203) received stipends for supervising student teachers and yearlong interns. Over 50 teachers who are in graduate programs co-presented research projects at state/ national conferences with UNC Charlotte faculty. A robust Distance Education program made graduate education accessible to teachers: UNC Charlotte's Graduate Certificate (and add-on licensure) in Academically/ Intellectually Gifted (statewide); M.Ed. in Elementary Education – Lincoln; M.Ed. in Elementary Education – Polkton, M Ed in Elementary Education – Cabarrus County; Graduate Certificate (and add-on licensure) in Child and Family Development (statewide); Graduate Certificate in Supported Employment (Fayetteville and Elizabeth City); 613 teachers were enrolled in these programs across 60 sections of 30 different courses, offered at 13 different sites. For teachers in high need schools in Charlotte-Mecklenburg, UNC Charlotte offered M Ed. programs for 6 cohorts of teachers at 6 Charlotte-Mecklenburg sites, serving 93 teachers.

**F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.**

UNC Charlotte is a lead partner in the Collaborating for Educational Reform Initiative (Ford Foundation) that has just received funding for a new cycle. The CERI initiative works with a feeder pattern of high need schools. In this case, the 10 schools in the West Mecklenburg Feeder Area (Charlotte-Mecklenburg.) The work of the Collaborative focused on attracting highly qualified teachers/ leaders to the West Mecklenburg Feeder Area and supporting/retaining those teachers and leaders. As part of the leadership development effort, UNC Charlotte delivered two elective doctoral courses– targeted toward issues in low performing schools – to a cohort of West Mecklenburg Feeder Area principals and assistant principals; the classes met at Paw Creek Elementary School. Students in these courses were asked to commit to continuing to serve high need schools. Four of those principals/ assistant principals have now been admitted to the Ed.D. in Educational Leadership program. Additionally, highly effective principals and highly effective teachers have been identified in these high need schools for student teaching placements as part of our effort to prepare teachers for challenging urban settings. In partnership with the Charlotte Chamber, we worked on the Teacher Keeper Project to improve teacher retention in high need schools, piloted at Paw Creek Elementary and Pawtuckett Elementary. Two UNC Charlotte faculty, with a grant from IBM, have developed lesson planning and unit planning applications, linked to the NC Standard Course of Study, for the IBM Learning Village program, adopted by Charlotte-Mecklenburg for use in the 40 Equity+2 Schools (schools identified by a high need index) to promote effective lesson planning for students at risk for low achievement. In order to recruit and retain highly qualified teachers to the Equity+2 schools, Charlotte-Mecklenburg Schools developed a contract with UNC Charlotte to pay tuition for teachers in those schools to earn their master's degree. Master's degree programs in Elementary Education, Reading, Middle/ Secondary Education, and Curriculum and Supervision were delivered to 7 different cohorts at Charlotte-Mecklenburg sites. A special topics course was developed/ delivered to these cohorts, "Critical Issues in High Needs Schools." A website, detailing this professional benefit for Equity+2 teachers, was developed by the Graduate School. The first cohort group of teachers will receive the M.Ed. in Curriculum & Supervision in December. They will be honored with a reception by the Charlotte-Mecklenburg Board of Education. Five faculty have been involved in writing and/or evaluating CSRD grants funded in area schools, including the recently "at risk" Highland Elementary in CMS, which this year outperformed the district average in student achievement. Subsequent to the implementation of Math CAMMP at Thomasboro Elementary in CMS, that school moved from "at risk" to "exemplary growth" status. Two faculty served on a task force to create Professional Development Schools at Garinger High School and West Charlotte High School, both at risk for low-performing status.

**G. Brief description of unit/institutional efforts to promote SBE priorities.**

(1) High Student Performance: The Institute for Quality and Technology in Education has established a data-warehouse for twenty-two school systems in North Carolina that enables those districts to use existing demographic and achievement data to increase student achievement. The Behavior and Reading

Improvement Center focuses on reading achievement in Grades K-3 at six elementary schools in Charlotte-Mecklenburg. The largest Advanced Placement Institute program in the United States is held at UNC Charlotte. The Javits grant, Project INSIGHTS, provides powerful staff development in Wilson County, using problem-based learning to develop social studies curriculum for middle grades students who are disadvantaged and gifted. The School Counseling program, in collaboration with the Education Trust, links school counselor preparation to access to higher level courses. (2) Safe, Orderly, and Caring Schools: The College sponsors an annual Behavior Management/ Safe Schools Conference, yielding Continuing Education Units, for teachers, administrators, and resource officers. The Behavior and Reading Improvement Center develops Unified Discipline Plans, school-wide efforts to prevent and ameliorate behavior problems in its six target schools. (3) Quality Teachers, Administrators, and Staff: In addition to our core mission to prepare excellent education professionals, UNC Charlotte faculty have worked with the Department of Public Instruction to revise the Masters in School Administration to respond to national standards. The College conducts thriving Principal Fellows and Teaching Fellows programs, and works on Teacher Keeper initiatives in West Charlotte. The establishment of the new Master of Arts in Teaching will lead to a more highly qualified teaching force, as the MAT prepares second career professionals for both the initial and advanced teaching licenses. Faculty have participated in the revision and validation of the Teacher Performance Appraisal Instrument for experienced teachers. (4) Strong Family, Community, and Business Support: Faculty serve on the Board of Directors of the Exceptional Children's Assistance Center and the NC Developmental Disabilities Council. The College provided technical assistance in the design of the community's P-16 Business/ Education Collaborative, and faculty are members of the Charlotte Chamber's Partners for Education Reform. (5) Closing the Achievement Gap: The College co-sponsored with SWEA the Showcasing Best Practices Conference in January for 1100 education professionals with the conference theme: "Closing the Achievement Gap." College faculty have worked with the Education Trust to identify achievement gap problems and solutions in this community.

**H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).**

Quality Teachers, Administrators and Staff was the State Board of Education priority that received special emphasis at UNC Charlotte this year. In particular, the College responded to the growing and chronic teacher shortage in this region by aggressively recruiting second career professionals to teacher licensure programs and designed rigorous, fast-track graduate program routes to licensure. The Master of Arts in Teaching degree provides a coherent program of study that responds to national and state standards and to the needs of adult learners. This new degree will soon have the outcome of producing several hundred newly licensed teachers with a master's degree each year. Other "Quality" initiatives include expanding the UNC Charlotte/ NC TEACH program and working collaboratively with the Regional Alternative Licensing Center to offer appropriate, accessible coursework for lateral entry teachers.

**Supplemental Information (Optional)**

**I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.**

The College of Education provided registration/ travel support for faculty to attend a Praxis II Specialty Area workshop, sponsored by the North Carolina Department of Public Instruction, led by ETS consultant Carmen R. Giebelhaus, in Raleigh on September 9, 2001. Two workshops on Preparing Pre-Service and In-Service Teachers for Praxis II Specialty Area Tests were conducted for UNC Charlotte faculty in October and November. These workshops were repeated in February and March. Eight faculty then developed workshops on Praxis II for students in particular fields of study, e.g., English, elementary education, special education. Workshops in Praxis II Test Preparation were conducted by UNC Charlotte faculty for 223 beginning and lateral entry teachers from the following school districts: Anson County, Cabarrus, Charlotte-Mecklenburg, Cleveland, Gaston, Kannapolis, Kings Mountain, Lincoln, Rowan-Salisbury, Scotland, Stanly, and Union Counties. The History Department has continued to provide web-based and

workshop support for undergraduate and post-baccalaureate students seeking secondary history and social studies licensure.

**J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.**

The College had three major initiatives in the past year to bring more students into teacher licensure programs, one at the graduate level and two at the undergraduate. The new Master of Arts in Teaching is a major effort of the College of Education and the College of Arts and Sciences to recruit mid-career professionals and other college graduates into teaching. For undergraduates, the first effort is a symbolic effort to honor students' commitment to teacher education. We designed a College of Education pin (a round circle with UNC Charlotte identification and ancient symbols of learning: the torch and an open book) and a pinning ceremony to honor those students who have been admitted to teacher education programs. The pinning ceremony is a gala celebration to which families are invited, and students are encouraged to reflect on the power of their career choice. The pin has a second piece – a bar that says "teacher;" this bar is awarded to students upon successful completion of student teaching. Faculty also wear the College of Education pin to signal our solidarity with our students. The second undergraduate initiative is the establishment of a Freshman Learning Community, a special housing/learning opportunity for first year students who have expressed an interest in teaching. A special section of an upscale residence hall is reserved for this Community. Service-learning, cohort enrollment in general education class sections, targeted advising, and a special course on diversity in schools are hallmarks of this first year experience. Additionally, the College contracted with a public relations firm to conduct a Strategic Marketing Assessment of the College of Education, with the intention of drawing more teacher education candidates to our campus. We have polished articulation agreements with Central Piedmont Community College for teacher education candidates, and UNC Charlotte and CPCC have received a national collaborative grant from Phi Theta Kappa to encourage more community college students to prepare for careers as science and math teachers. UNC Charlotte Teaching Fellows made visits to middle and high schools to share information about careers in teaching and to share their excitement about the profession.

**K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.**

The UNC Charlotte NC Teaching Fellows, responding to the mission "to recruit and retain greater numbers of male and minority teacher education candidates in NC" are implementing a five-year recruitment plan that tracks a number of target middle/high school students who express interest in teaching and a number of high school seniors who are male and minority who identify UNC Charlotte as one of their top five choices on the Teaching Fellows application. Personalized and persistent contact is made with these students. The Teacher Education Advising and Licensure (TEAL) office makes personal contact with minority students who participate in "Explore UNC Charlotte" programs and who express interest in teaching. The University offers minority academic services: University Transition Opportunities Program (UTOP) and TRACE: Transferring Resources for Advancing the College Experience. Two grants from the U.S. Department of Education bring more minority candidates into the teaching profession: Showcase Paraeducator to Professional Project (45% of participants are African American) and Careers in Special Education Through Committed University Collaboration Project (provides master's degree or initial licensure in special education for graduates from NC's Historically Black Colleges and Universities.) The College's Continuous Improvement/ Accreditation Committee Diversity Task Force developed a minority student recruitment and minority faculty recruitment plan that will guide and monitor our efforts to recruit more diverse teacher education candidates.

**L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.**

The College received "Authorization to Plan" the new interdisciplinary Ph.D. in Curriculum & Instruction, with emphases in literacy education, mathematics education, and urban education, with the hope to establish the degree in 2003. This new program, the 4th doctorate in the College, will be a positive response to North Carolina's teacher shortage by preparing excellent teacher education faculty for North Carolina's institutions of higher education. The College has increased its online and distance education offerings for teacher licensure. New programs include: Graduate Certificate in Academically/Intellectually Gifted (statewide, online), Graduate Certificate in Early Childhood Special Needs (online), and online coursework for MAT professional education core in Middle, Secondary, and K-12 licensure areas. Under the leadership of the Office of Summer Programs, we initiated a new summer school term that overlapped the traditional first and second 5-week sessions to accommodate the scheduling needs of school personnel. We reopened the Office of Educational Outreach, hired a director, formed an advisory board, and developed a five-year Educational Outreach strategic plan.



## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	6
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	41
	Hispanic	1	Hispanic	6
	White, Not Hispanic Origin	66	White, Not Hispanic Origin	429
	Other	3	Other	10
	Total	79	Total	492
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	13
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	18	White, Not Hispanic Origin	55
	Other	1	Other	0
	Total	21	Total	70
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	31
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	37	White, Not Hispanic Origin	180
	Other	2	Other	3
	Total	46	Total	218
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	3
	Asian/Pacific Islander	2	Asian/Pacific Islander	11
	Black, Not Hispanic Origin	39	Black, Not Hispanic Origin	203
	Hispanic	5	Hispanic	14
	White, Not Hispanic Origin	180	White, Not Hispanic Origin	644
	Other	7	Other	25
	Total	233	Total	900



**B. Lateral Entry/Provisionally Licensed Teachers**

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	250	250	200
Elementary (K-6)	40	40	35
Middle Grades (6-9)	280	280	220
Secondary (9-12)	350	350	300
Special Subject Areas (k-12)	50	50	35
Exceptional Children (K-12)	250	250	200
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	970	970	790
Comment or Explanation:			

**C. Quality of students admitted to programs during report year.**

	Baccalaureate
MEAN PPST-R	181
MEAN PPST-W	177
MEAN PPST-M	181
MEAN CBT-R	330
MEAN CBT-W	325
MEAN CBT-M	326
MEAN GPA	3.13
Comment or Explanation:	

**D. Program Completers (reported by IHE).**

Program Area N= #Completing NC=# Licensed in NC	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
Pre-kindergarten (B-K)	9	8	25	25
Elementary (K-6)	152	127	35	20
Middle Grades (6-9)	16	14	24	20
Secondary (9-12)	17	16	47	38
Special Subject Areas (K-12)	18	17	14	11
Exceptional Children (K-12)	14	12	67	45
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	226	194	212	159
Comment or Explanation:				

**E. Scores of student teachers on professional and content area examinations.**

Specialty Area/Professional Knowledge	2000 - 2001 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art	1	*
Biology (9-12)	1	*
Elementary Education	135	96
English	7	86
French	1	*
MG-Lang Arts	2	*
MG-Math	6	83
MG-Science	1	*
MG-Social Studies	2	*
Math (9-12)	2	*
Music	3	*
Physics	1	*
Science (9-12)	1	*
Social Studies (9-12)	5	100
Spanish	2	*
Spec Ed: Mentally Disabled	15	87
School Summary	185	94
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

**F. Time from admission into professional education program until program completion.**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	82	64	22	15	10	11
U Licensure Only	16	9				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	3	4	2	2	2	3
U Licensure Only	59	49	34	30	8	
Comment or Explanation:						

**G. Undergraduate program completers in NC Schools within one year of program completion.**

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor	206	98	81

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2001 – 2002**

LEA	Number of Teachers
Charlotte-Mecklenburg	1413
Cabarrus	420
Caston	335
Union	283
Rowan	256
Iredell-Statesville	202
Stanly	180
Lincoln	168
Kannapolis City	89
Cleveland	89

**I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

Satisfaction with...	Program Completers	Employer	Mentor
the quality of the teacher education program.	3.52	3.46	3.68
the ability to effectively manage the classroom.	3.43	3.36	3.57
the ability to use technology to enhance learning.	3.13	3.16	3.54
the ability to address the needs of diverse learners.	3.36	3.31	3.48
the ability to deliver curriculum content through a variety of instructional approaches.	3.61	3.36	3.68
Number of Surveys Received.	84	81	93
Number of Surveys Mailed.	167	167	167

**Table III. Teacher Education Faculty**

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
74	13	33

## **IHE Graduate Performance Report**

### **UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE**

2001-2002

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#### **Overview of Master's Program**

UNC Charlotte offers a robust array of master's degree programs and has an aggressive program to increase access to graduate education for education professionals through online, distance learning, and school site initiatives. The following master's degrees in teaching fields are offered: M.Ed. in Child & Family Studies: Early Education; M.Ed. in Elementary Education; M.Ed. in Middle/ Secondary Education; M.Ed. in Special Education (specializations: mental disabilities, learning disabilities, behavioral emotional disabilities, cross-categorical disabilities, severe/profound disabilities, academically/intellectually gifted), M.A. in English Education, M.A. in Mathematics Education, M.Ed. in Reading Education, M.Ed. in Teaching English as a Second Language, M.Ed. in Instructional Systems Technology, M.Ed. in Curriculum & Supervision, and the Master of Arts in Teaching in a variety of teaching fields. All M.Ed. degree programs across all teaching fields at UNC Charlotte have been revised to align with the five National Board propositions about what teachers should know and be able to do: teachers are committed to students and their learning; teachers know the subjects they teach and how to teach those subjects to students; teachers are responsible for managing and monitoring student learning; teachers think systematically about their practice and learn from experience; and teachers are members of learning communities. The MAT programs provide a fast track to the initial teaching license that responds to the INTASC standards, and then allows students to move forward to the advanced competencies work that leads to the "M" license. As previously discussed, the Master of School Administration is a large and thriving program that prepares principals. The M.Ed., M.A., and M.S.A. programs are NCATE-accredited and approved by the Department of Public Instruction. Additionally, the programs have been voluntarily submitted for review by national associations (e.g., National Council of Teachers of English, Council for Exceptional Children, International Reading Association, National Council of Teachers of Mathematics, and National Middle Grades Association) and have been approved. The new M.A.T. is approved by the UNC Board of Governors and has been submitted for review for approval by the Department of Public Instruction.

#### **Special Features of Master's Program**

As part of the UNC Charlotte performance-based assessment program, Graduate Program Learner Outcomes have been identified by goal category, with targeted outcomes, actual outcomes, and planned changes as part of the College's annual report. Goal categories include: development of research skills, development of field-specific content knowledge, development of field-specific practitioner expertise, and development of leadership skills. The master's degree programs provide leadership and research experiences for master teachers and culminating experiences (portfolio or applied research project) respond to National Board Standards. Three of our master's degree programs are collaborative efforts between the College of Education and the College of Arts & Sciences: M.A. in English Education; M.A. in Mathematics Education; and M.Ed. in Teaching English as a Second Language. The new Master of Arts in Teaching is the 4th highly collaborative program engaging departments and faculty in both Colleges.

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	15
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	26	White, Not Hispanic Origin	77
	Other	0	Other	9
	Total	30	Total	102
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	3	American Indian/Alaskan Native	1
	Asian/Pacific Islander	1	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	25	Black, Not Hispanic Origin	128
	Hispanic	0	Hispanic	4
	White, Not Hispanic Origin	126	White, Not Hispanic Origin	580
	Other	1	Other	10
	Total	156	Total	726
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	6
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	9
	Other	0	Other	1
	Total	1	Total	17

**B. Quality of students admitted to programs during report year.**

	Masters
MEAN GPA	3.18
MEAN MAT	46
MEAN GRE	968
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
Comment or Explanation:	

**C. Program Completers (reported by IHE).**

Program Area	Masters Degree		Graduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	7	5	0	0
Elementary (K-6)	37	26	0	0
Middle Grades (6-9)	5	5	0	0
Secondary (9-12)	10	10	0	0
Special Subject Areas (K-12)	17	15	0	0
Exceptional Children (K-12)	5	3	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	132	119	13	5
Total	213	183	13	5
Comment or Explanation:				

**D. Scores of program completers on professional and content area examinations.**

Specialty Area/Professional Knowledge	2000 - 2001 Program Completers Licensure Pass Rate	
	Number Taking Test	Percent Passing
MG-Lang Arts	1	*
Math (9-12)	1	*
Reading (graduate)	15	80
School Summary	33	91
Spec Ed: BED	5	100
Spec Ed: Learning Disabled	7	100
Spec Ed: Mentally Disabled	4	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		



**E. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>
the quality of the Graduate Program.	3.59	3.5
the ability to connect subject matter and learner's needs.	3.53	3.55
the ability to implement research-based approaches in the education profession.	3.41	3.45
the ability to assume leadership roles in school and the education profession.	3.53	3.3
the ability to facilitate learning for diverse students	3.47	3.55
the ability to engage in continuous professional development.	3.35	3.55
Number of Surveys Received.	17	20
Number of Surveys Mailed.	103	103



# **IHE School Administration Performance Report**

## **UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE**

2001-2002

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### **Overview of Master's of School Administration Program**

The Master of School Administration (M.S.A) program is designed specifically to prepare prospective principals to serve as instructional leaders in the public schools of North Carolina. Our program qualifies graduates for both a Level I license as a PK 12 School Administrator: Principal and a Level I license as a PK 12 Curriculum Instructional Specialist: Supervisor. As prospective school principals, graduates of the program are prepared to: demonstrate an understanding of the purpose, mission, goals, objectives, and operating procedures of schools; plan educational programs and activities; acquire and manage resources for instruction in a school; assess educational programs and personnel; facilitate group cohesiveness, staff cooperation and motivation, problem solving, decision making, and the resolution of organizational, group, and individual conflict; exercise collaborative leadership in working with diverse groups and representing staff, students, parents, school officials, and the public; improve staff members' work experiences, enhance their self confidence, and contribute to their professional development; deal with the dynamics of change, including timing, direction, strategies, and preparation of an organization and its staff; and demonstrate an understanding of how legal, social, economic, technological, and political environments affect schools and the education of children.

### **Special Features of the Master's of School Administration Program**

The M.S.A. program requires a total of 48 hours of core courses, educational administration courses, and elective courses. Students must complete both a comprehensive examination and a major project. The culminating project grows out of the student's full year internship and is collaboratively planned by the student, program faculty, and the building principal who supervises the student's internship. In addition to the general requirements for admission to the Graduate School, the MSA program requires applicants to have a minimum of three years of successful teaching experience, write a personal statement of purpose, submit a complete resume showing evidence of leadership, include a copy of their teacher license, and provide three recommendations from school administrators. Admission decisions are based on an analysis of applicant profiles made by program faculty and clinical instructors based on materials submitted and interviews. Program faculty, clinical faculty, acting principals/assistant principals, and student interns serve on the interview teams. These interviews are designed to provide the applicant an opportunity to show evidence of academic strengths, leadership potential, and personal characteristics. Slightly over 35% of students admitted to the MSA program are from minority groups and over 50% of students are female. Each year a limited number of scholarship/loans for persons seeking an M.S.A. as full time students are available from the North Carolina Principal Fellows Program. The University of North Carolina at Charlotte has averaged 25 Principal Fellows annually for the past five years and has consistently remained as the largest program in the state. Over 95% of students are hired for administrative positions by the time of their graduation.

### **Service to Public Schools**

During the past year, the MSA faculty provided over 1000 hours in direct service to teachers and administrators in the North Carolina schools. The division of this service has been discussed in other parts of this report in teacher-related service (specific activities in which teachers have gained knowledge in school discipline, block scheduling, student transitions, alternative student assessment) and below in service for beginning and career principals. Faculty members were also involved in school service by providing leadership to PEP, NCDPI and SBE in designing acceptable standards and indicators for preparing future principals for the State of North Carolina. Faculty provided leadership in the development of the IHE Report Card for the M.S.A.

## **Support for Beginning Administrators**

The MSA Coordinator has developed a support network for new principals through the university that included 25 new principals last year in several school systems within the area. Additionally, MSA faculty members conducted workshops for new principals in area school systems on the topics of “effective administrative teams, safe school plans, high-risk students, instructional technology and block scheduling.”

## **Support for Career Administrators**

In addition to the workshops listed above, MSA faculty provided service to career administrators through a number of activities. They trained 40 school administrators in using the North Carolina Experienced Teacher Evaluation Instrument. Faculty worked with the Office of Educational Outreach in the College of Education to plan and implement the annual Safe Schools Conference. They conducted “needs assessments” for Public School Partners and assisted principals in grant writing. Faculty delivered a workshop for Gaston County administrators on reading and utilizing assessment data. Throughout the year, faculty assisted principals with addressing the needs of lateral entry teachers in a variety of ways. The department delivered two elective doctoral level courses in “Urban Schools” for experienced administrators in the West Mecklenburg feeder area of Charlotte-Mecklenburg. The department designed a new doctoral level track for experienced principals in “Curriculum Leadership;” this track provides an important option for those career administrators not intending to seek the superintendent’s license. Several faculty directed doctoral dissertations in the area of improving the role of the principalship. Faculty published several books and articles which can assist administrators in “instructional leadership.”

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	7
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	19	White, Not Hispanic Origin	32
	Other	0	Other	1
	Total	22	Total	40
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	10
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	18
	Other	0	Other	0
	Total	16	Total	29

### B. Quality of students admitted to programs during report year.

	Masters
MEAN GPA	3.2
MEAN MAT	47
MEAN GRE	1024
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
Comment or Explanation:	

### C. Scores of school administrators on the SLLA.

2000 - 2001 School Administrator Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Summary-Principal	38	97
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

**D. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

Satisfaction with...	Program Completers	Employer
the quality of the MSA Graduate Program.	3.54	3.52
the preparation to use technology to support the instructional program.	3.04	3.65
the preparation in instructional leadership.	3.67	3.61
the preparation to assist teachers in meeting the needs of diverse learners.	3.25	3.61
Number of Surveys Received.	24	23
Number of Surveys Mailed.	38	38



# **UNC – Greensboro**

**2001 - 2002**





# **IHE Bachelor's Performance Report**

## **UNIVERSITY OF NORTH CAROLINA AT GREENSBORO**

2001-2002

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### **Overview of the Institution**

The University of North Carolina at Greensboro (UNCG) was chartered in 1891 to provide higher education for women. Formerly The Woman's College—one of the three original institutions of The Consolidated University of North Carolina—it has been highly regarded now for 110 years for both its strong liberal arts tradition and its excellent professional preparation for selected careers. In 1963, it became a comprehensive, coeducational university. UNCG is one of three state universities and six private colleges and universities located in the Piedmont Triad region of the state. UNCG is committed to being a leading student-centered university that links the Piedmont Triad to the world through learning, discovery, and service and is dedicated to sustaining a community in which all of its members are motivated to develop their potential fully and to achieve an informed appreciation of their own culture as well as the culture of others. The student body reflects the rich cultural diversity of the world, nation and state. Of UNCG's 13,775 students, 79% are undergraduate and 21% are graduate students; the student body is 68% female and 32% male. While 89% of the undergraduates are from North Carolina, students also come from 46 other states and 65 foreign countries. The ethnic minority enrollment is 25%, including 19.7% African American students. Approximately 55% of UNCG students receive some type of financial aid. The UNCG faculty is committed to excellence in teaching, research, and public service; 88.3% of the 676 full-time faculty hold terminal degrees in their disciplines. The ratio of students to faculty is 14.7 to 1. UNCG is organized into a College of Arts and Sciences and six professional schools: the Bryan School of Business and Economics, Education, Health and Human Performance, Human Environmental Sciences, Music, and Nursing. Five of the seven academic units offer programs leading to teacher and school support personnel licensure.

### **Special Characteristics**

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG is the fourth largest teacher education program in the state, enrolling over 600 students annually. The UNCG School of Education (SOE) is organized into 6 departments: Counseling and Educational Development (CED), Curriculum and Instruction (CUI), Educational Leadership and Cultural Foundations (ELC), Educational Research Methodology (ERM), Library and Information Studies (LIS), and Specialized Educational Services (SES). The SOE is ranked 29th in the nation by U.S. News and World Report; the counselor education program is ranked third. The undergraduate educational interpreting program is one of only 10 in the nation. The SES Collaborative Early Intervention National Training E-Resource (CENTe-R), is the only one of its kind in the nation, established to develop materials and guidelines for training professionals to meet the special needs of infants and toddlers who are deaf and hard of hearing, and their families. The SOE supports the fourth largest Teaching Fellows program in the state. The SOE hosts several national programs including the ERIC-CASS Counseling and Student Services Clearinghouse, the Pathways Resource Center, Reading Together USA, and the Southeastern Regional Vision for Education (SERVE).

## **Program Areas and Levels Offered**

UNCG's professional education licensure programs are housed in four professional schools (Education, Health and Human Performance, Human Environmental Sciences, Music) and the College of Arts and Sciences. The Teachers Academy, funded by the School of Education, serves as the administrative umbrella and governance structure for all professional education programs. UNCG offers 36 licensure programs at the undergraduate, licensure-only, and graduate levels. 22 of these programs are offered through the SOE, the remaining 15 are offered through the other university-wide academic units. The following initial licensure programs are offered at the undergraduate level: birth-kindergarten, elementary education; middle grades education in English/language arts, mathematics, science and social studies, art; dance; education of the deaf; health specialist; music; physical education; second language studies in French, German, Latin and Spanish; school social worker; special education (learning disabled and behaviorally-emotionally disabled); theatre arts; biology; chemistry; comprehensive social studies; English; mathematics, and physics. The following add-on licensure programs are offered: behaviorally emotionally disabled; English as a second language; learning disabled. The following programs are offered at the graduate level: birth-kindergarten, elementary education; middle grades education; cross-categorical special education; English as a second language, music; reading; second language studies in French, Latin, Spanish; theater arts; chemistry, comprehensive science; comprehensive social studies; English; mathematics; instructional technology specialist; school administrator; school counselor; and media coordinator. Undergraduate and graduate programs are recognized by the National Association for the Education of Young Children, National Middle Schools Association, Council for Exceptional Children, National Schools of Dance, National Schools of Music, National Association of Schools of Theatre, Council on Education for Public Health, and Council for the Accreditation of Counseling and Related Educational Programs.

## **I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES**

### **A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g., Professional Development Schools, etc.).**

In 2001-02 the Dean established a national Advisory Board for the School of Education consisting of 18 distinguished educational, business, and community leaders. Board members advise the Dean on future directions for the School and ways to collaborate with school partners to improve education. The Teachers Academy Council of Program Coordinators (CPC) includes representatives from each of the UNCG licensure programs and USTEP; there are also three school-based representatives on the CPC. The CPC acts as the policy-making body of the Teachers Academy including the approval of course proposals and changes in program requirements. In addition, many of the licensure programs have their own program-specific advisory councils that regularly review program requirements and make recommendations for changes. In 2001-02 the Teachers Academy formed a Secondary Education Advisory Council, involving 10 Piedmont-Triad secondary teachers and administrators and 5 university faculty (including 2 content faculty from the College of Arts and Sciences). The Triad University School Teacher Education Partnership (USTEP) continued to strengthen its collaboration with Guilford County (urban school district) and Rockingham County (rural school district) directly impacting over 12,000 students. In addition, 2 other school systems were involved with USTEP through partnership expansion activities. In 2001-02, USTEP awarded Collaborative School Improvement/Research grants to 13 individual schools; 3 system-level grants were also awarded to Rockingham County Schools, Alamance-Burlington Schools, and Orange County Schools. The grants involved collaboration with UNCG faculty members in several professional education programs. One grant included a high school, middle school, and 4 elementary schools in a vertical teaming collaborative project. Nineteen public school teachers and administrators from the partner districts participated in the USTEP Clinical Faculty Cadre, assisting in the development and delivery of courses in university-wide professional education programs. Several SOE departments and affiliated centers engaged in collaborative activities with school systems during 2001-02. CED established partnerships with 3 school systems. LIS worked with a team of Guilford County school media



specialists on the integration of information skills into classroom instruction. ERM and the Center for Educational Research and Evaluation regularly collaborate with Guilford County Schools on research and measurement issues. The new Teaching Resources Center (TRC) worked with educators in Rockingham County Schools to submit a diversity grant proposal to the State Library of North Carolina. The Center for Educational Studies and Development (CSED), in collaboration with school systems across the state, sponsored the Piedmont Young Writers Conference involving 734 elementary and middle school students. Reading Together USA trained and coached approximately 267 school coordinators and district coordinators in 14 states to implement the Reading Together elementary cross-age tutoring program; 5600 tutors and tutees over 500 parent tutors were trained.

### **List of Schools with whom the Institution has collaborative activities.**

CUI maintained Professional Development School (PDS) relationships with 21 elementary and middle schools in three counties (Guilford, Rockingham, and Forsyth). Approximately 250 preservice elementary and middle grades teachers were actively engaged in this two-year program. CUI also maintained close relationships with 6 high schools in which students were placed for internships and student teaching (n=50). This impacts another 50 or more teachers and approximately 6000 total high school students. The SES undergraduate program in special education implemented PDS partnerships with schools in Rockingham County during 2001-02. GUILFORD COUNTY SCHOOLS: Alamance Elementary, Archer Elementary, Guilford Primary, Hunter Elementary, Jamestown Elementary, Jesse Wharton Elementary, Lindley Elementary, Nathanael Greene Elementary, Pilot Elementary, Pleasant Garden Elementary, Southwest Elementary, Guilford Middle, Jackson Middle, Jamestown Middle, Southeast Middle School, Dudley High, Page High, Ragsdale High, Smith High, Southeast High. ROCKINGHAM COUNTY SCHOOLS: Bethany Community Middle, Dillard Primary, Holmes Middle, New Vision Intermediate, Reidsville Middle, and Rockingham Middle. WINSTON-SALEM/FORSYTH COUNTY SCHOOLS: Carver High. OTHER SCHOOL SYSTEMS INVOLVED IN COLLABORATIVE ACTIVITIES: Alamance-Burlington Schools, Asheboro City Schools, Caswell County, Chatam County, Cumberland County, Davidson County, Hoke County, Iredell/Statesville Schools, Montgomery County, Orange County, Person County, Roberson County, Scotland County, and Stokes County. Other collaborative activities are described in items A, C, D, E, and F.

### **B. Brief Summary of faculty service to the public schools.**

Faculty in every professional education program and several arts and sciences departments at UNCG maintain a high level of involvement and collaboration with the public schools. In addition to an average of 150 hours per year spent in the supervision of interns and student teachers and on collaborative research projects, faculty provide service to public schools through workshops, mentoring, classroom teaching activities, and technical assistance. Elementary, middle school, and secondary education faculty in CUI designed, developed, and/or conducted 15 professional development programs for schools and state agencies. The content of these professional development programs included programs devoted to teaching for diversity, technology, English as a second language, foreign language, reading, mathematics, and social studies education. CED faculty presented workshops on suicide assessment for students and professionals in the Piedmont Triad area. ERM faculty provided gratis consultation in developing district-wide surveys, analyzing data, and disseminating results for the Guilford County Schools Student Services and Human Resources departments. Several SES faculty members offered 6 special education workshops and presentations to professionals in 2 school systems. Faculty in the Departments of Art, Biology, Classical Studies, and English spent over 20 days in the schools providing workshops for K-12 students, teaching lessons, and working with school-based committees. The Pathways Resource Center provided guidance and materials for community service projects conducted by IMPACT students at a local high school. Many professional education faculty served on key national and state committees, examination boards, and advisory boards including N.C. Professional Teaching Standards Commission, N.C. Center for the Prevention of School Violence Advisory Committee, N.C. Department of Public Instruction Technical Advisory Committee on Testing, NC. Catalyst PT3 Professional Development Task Force, N.C. Early Mathematics Placement Testing Advisory Board, Southern Association for the Credentialing of Schools (SACS) N. C. State Committee, National Council for the Accreditation of Teacher Education. Faculty also served as officers in state educational organizations including field council

representative for North Carolina National Reading Conference, regional secretary for the N.C. Council of Teachers of Mathematics, director of the N.C. Classical Association Teacher Placement Service, and director of the N.C. Central Region Math Contest.

**C. Brief description of unit/institutional programs designed to support beginning teachers.**

UNCG's Coach2Coach Teacher-in-Residence provided activities for first and second year teachers from 15 school systems and 11 charter schools. Mentor training was provided for 414 mentors, principals, and central office staff. Monthly ILT meetings and induction programs focusing on the PBL process included 563 ILTS and 80 mentors. Coach2Coach and USTEP collaborated to present a series of professional development workshops for beginning teachers; the workshops focused on classroom management. An English faculty member and the coordinator of secondary education visited schools and classrooms of 5 first-year English teachers who graduated from UNCG in May 2001 and were teaching in Guilford County, Stokes County, and Davidson County. One of the three system-level USTEP grants awarded to Rockingham County Schools involved diversity training for 120 ILTs and their mentors. Through a generous gift from a SOE alumnus and family, the Yopp Professional Development Institute was developed and implemented in 2001-02. The Institute focused on support for the PBL process, bringing 76 new teachers and mentors to campus for a 2-day summer workshop. The new teachers received stipends as well as a PBL Preparation Kit (notebook supplies and videotapes). During the 2001-02 academic year the Dean created a new staff position of Director of Alumni Relations. This individual worked with the UNCG Alumni Affairs Office and school districts to begin compiling databases of our graduates working in educational positions. Working with school systems, we have begun to develop topics for continuing professional development sessions which we will notify beginning teachers of and conduct in the 2002-03 year. Better electronic communication with beginning teachers is part of our SOE long-range technology plan and will be facilitated by our newly-hired SOE web coordinator.

**D. Brief description of unit/institutional efforts to serve lateral entry teachers.**

During 2001-02, through "A" Licensure-Only and NCTEACH, over 200 lateral entry applications were reviewed; 150 programs of study were written. The "A" Licensure-Only program coordinator works with faculty in 18 subject areas to carefully review the credentials of applicants, resulting in the design and development of individualized programs of study and appropriate support for clinical experiences. Classes are scheduled in late afternoons to accommodate the schedules of lateral entry teachers. The NCTEACH site coordinator, 4 master teachers, and a field supervisor provided support to the 38 participants in Cohorts I and II through seminars, peer coaching, and observations of their teaching. Support for the 51 participants in Cohort III began during the 2002 NCTEACH Summer Institute. During 2001-02, an Alternative Licensure Handbook (outlining procedures and requirements for the "A" Licensure-Only and NCTEACH programs) was distributed to all personnel directors in the Piedmont Triad region; the handbook was also put on the Teachers Academy website for easier accessibility. The Teachers Academy CPC created an Alternative Licensure Ad Hoc Committee to develop a set of guidelines for a comprehensive and coherent alternative licensure program. During 2002-03, these guidelines will be used to restructure the "A" Licensure-Only program and to revise the NCTEACH program into a more coherent alternative licensure system. UNCG participated in an IHE-PANC Collaborative Grant project focusing on the needs of lateral entry teachers. The project completed 2 goals: implementing a lateral entry website with linkages to the member institutions and designing a program to provide Praxis II support for lateral entry teachers (this program will be implemented in 2002-03). The SES Department developed a Post-baccalaureate Alternative Initial Licensure (PAIL) programs for learning disabilities (LD) and behavioral/emotional disabilities (BED) to enable lateral entry teachers and others to efficiently become licensed in special education.

**E. Brief description of unit/institutional programs designed to support career teachers.**

USTEP's 4th annual Summer Leadership Institute was cancelled due to state budget cuts and the freeze on spending. Plans had been made to continue a collaborative effort with NCA&TSU involving 63 teachers and 12 administrators from Guilford County Schools, Rockingham County Schools, and Alamance-Burlington Schools. USTEP and Coach2Coach collaborated during the academic year to present workshops involving 28 cooperating teachers and 2 principals. Coach2Coach provided mentor training for 414 mentors, principals, and central office staff from 26 school systems. An English faculty member and the foreign language educator collaborated on a project to provide electronic communication network and resources for 12 area ESL teachers, including a 3-hour ESL workshop. Faculty in the English Department served as mentors for 14 Fast Forward teachers at 11 high schools in 5 school systems. USTEP provided travel grants in support of the professional development of teachers and administrators to attend the N.C. Teacher Education Forum, AACTE conference in New York, NCATE/NBPTS partnership conference in Washington, D.C., and various professional organization conferences. UNCG collaborated with NCA&TSU to offer an off-campus program for middle school mathematics teachers. A four-course program was developed for middle school teachers who had been identified by a local school system as not having sufficient mathematics content knowledge. The courses were offered each semester at a school-based site and involved 69 teachers. The CUI Department offered the M.Ed. (elementary education concentration) off-site in Asheboro, serving 50 teachers. LIS conducted a summer institute for 120 National Board candidates. Elementary education, secondary education, and physical education faculty provided portfolio technical support for 45 National Board candidates. Faculty from LIS and CUI submitted a grant proposal to create a Resources, Research, and Renewal Center for National Board Certified Teachers. The Piedmont Triad Education Consortium, housed at UNCG, provided professional development activities for 6,381 teachers and administrators on mentoring, literacy, thinking maps, and differentiated instruction.

**F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.**

The CUI Department had PDS partnerships in 5 schools with high minority/poverty populations: 2 elementary schools, 1 middle school, and 2 high schools in two school systems. These partnerships included collaboration on professional development and school improvement projects. The Center for School Accountability, Staff Development and Teacher Quality continued its work with Carver High School in Winston-Salem/Forsyth County and two Lighthouse Project sites. The Center also received a grant from the Weaver Foundation to work with an at-risk, high priority middle school in Guilford County.

**G. Brief description of unit/institutional efforts to promote SBE priorities.**

We addressed four of the five SBE priorities through our SOE/Teachers Academy Conceptual Framework ("Developing Caring, Collaborative, and Competent Professions Educators Who Work in Diverse Settings"), our assessment system plan, our programs, and faculty service: high student performance; quality teachers, administrators, and staff; safe, orderly, and caring schools; and strong family, community, and business support. Projects that focused on K-12 student achievement and included achievement data in the evaluation component were a priority for the USTEP Collaborative School Improvement/Research grants. All of our methods courses integrate the N.C. Standard Course of Study and are aligned with state and national standards. The successful continuing accreditation visit in October 2001 affirmed the quality of our programs in preparing and supporting the continuing professional development of teachers, administrators, and other school personnel. UNCG was among the first group of state institutions reviewed under the new NCATE 2000 standards that emphasize performance-based assessment and collaboration. We met all of the new NCATE standards, without any areas for improvement. We implemented several activities to support NBPTS candidates (see item E above). The MSA program implemented a Comprehensive Assessment and Portfolio requirement that is aligned with ISLLC standards. Our USTEP Summer Leadership Institute had planned to continue an emphasis on closing the achievement gap and incorporate a workshop by the N.C. Center for the Prevention of School Violence (NCCPSV). The assistant director of the Teachers Academy served on the NCCPSV Advisory Committee and

the Center's conflict resolution teacher education curriculum was field tested in one of our core professional education courses. Several of our governance and advisory committees included parents as well as community-based and business representatives. Our new Collaborative Early Intervention National Training E-Resource (CENTe-R) partners with state agencies, the medical community, parent organizations, professional advocacy groups, and colleges and universities to develop and disseminate a training program that prepares personnel to serve infants and toddlers with hearing impairments and their families.

**H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).**

During 2001-02 we put special emphasis on support for lateral entry teachers and support for beginning teachers, as described in items C and D.

**Supplemental Information (Optional)**

**I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.**

The Teacher Academy and individual program advisors work together to make sure that appropriate materials are available for tutoring students. All Praxis II Tests-at-a-Glance (TAGs) are available in the SOE Student Advising and Recruitment Center and are also distributed to students in methods courses. Methods faculty incorporate coaching on the test formats in their courses.

**J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.**

The SOE has received a 2-year grant from the Z. Smith Reynolds Foundation to recruit UNCG freshmen that are undeclared majors into teaching. "Exploring Teaching as a Profession (ETAP)" is a collaborative project involving the SOE and College of Arts and Sciences and will recruit students into all teaching fields, although the areas of special education, mathematics, and science will receive priority. The SES Department received a federal personnel preparation grant to work with Guilford County Schools in preparing nontraditional undergraduate students in special education with licensure in learning disabilities and behavioral and emotional disabilities. GCS and SES will be partners in RE-START: Recruitment of Students Through Alternative Routes to Teacher Training; teaching assistants will be targeted for recruitment into this program. The SOE continues to provide scholarships for non-traditional students through a \$45,000 per year award from the Tom Haggai Foundation.

**K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.**

The Summer Partnership Educational Interpreting program is targeted at recruiting ethnic minority students from other colleges and universities in North Carolina and surrounding states to attend intensive summer training to become interpreters. The program is quite successful; approximately 60% of the students enrolled are from underrepresented groups. Recruitment is accomplished through letters to community colleges and universities, correspondence with prospective students, and recruitment visits to community colleges and universities. The program is also advertised on the department website. The School of Education is a member of the Institute for Recruitment of Teachers (IRT), a consortium of 37 universities housed at Phillips Academy in Andover, Massachusetts. IRT finds and recruits at least 75 outstanding African American, Latino, and Native American college students from across the nation who are interested in pursuing advanced teaching and other professional education degrees. Members of the IRT consortium have access to these students through a summer recruitment fair and on-going communication between IRT and the individual institutions.

**L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.**

No response provided.

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	6
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	42
	Hispanic	0	Hispanic	9
	White, Not Hispanic Origin	67	White, Not Hispanic Origin	369
	Other	2	Other	0
	Total	75	Total	428
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	17
	Other	0	Other	0
	Total	6	Total	18
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	16
	Other	0	Other	0
	Total	2	Total	18
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	10
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	25	White, Not Hispanic Origin	70
	Other	0	Other	0
	Total	29	Total	81

**B. Lateral Entry/Provisionally Licensed Teachers (Refers to individuals employed by public schools on lateral entry or provisional licenses.)**

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Pre-kindergarten (B-K)	15	15	15
Elementary (K-6)	2	2	2
Middle Grades (6-9)	25	23	23
Secondary (9-12)	45	33	33
Special Subject Areas (k-12)	40	38	38
Exceptional Children (K-12)	25	15	15
Vocational Education (7-12)	7	7	7
Special Service Personnel (K-12)	0	0	0
Other	0	0	0
Total	159	133	133
Comment or Explanation:			
Special Subject Areas (K-12) includes second language studies. Plans of study are pending completion for 7 more candidates who made requests.			

**C. Quality of students admitted to programs during report year.**

	Baccalaureate
MEAN PPST-R	183
MEAN PPST-W	179
MEAN PPST-M	184
MEAN CBT-R	330
MEAN CBT-W	325
MEAN CBT-M	327
MEAN GPA	3.26
Comment or Explanation:	